About the Authors

Dr. Husman and *Dr. Deach* are in charge of the service or basic instruction programs at the University of Maryland . . . *Dr. Nash,* pioneer, educator, and lecturer, presently retired, is serving as executive secretary of the New York Association and the Heart Fund . . . *Dr. Adams,* a member of Columbia Teachers College, was convention manager of the affair he writes about . . . *Mr. Overbey* is a coach and teacher in the high school at Onaga, Kansas . . . *Mr. Sarsfield* is the gymnastics coach at Central High in Cincinnati . . . *Mr. Bosco* is an assistant professor at the University of Massachusetts . . . *Dr. Everett* and *Dr. McAdams* are members of the physical education staff at Northern Illinois University. . . *Dr. Johnson* is the chairman of the department, University of Alabama, and *Dr. Huffman* is an assistant professor at the University of Illinois. . . . *Mr. Kroll* is a doctoral candidate at Indiana University . . . *Dr. Waglow* is a professor at the University of Florida . . . *Mr. Torpey* is a member of the staff of the Craig Elementary School, Schenectady . . . *Dr. Barrow* is in charge of the program at Wake Forest, and vice-president of PHI EPSILON KAPPA . . . and *Dr. Zeigler* is a member of the staff at the University of Michigan.

Department Editors

TEACHING TECHNIQUES
Ralph L. Wickstrom

ELSEWHERE IN THE WORLD
C. O. Jackson

TEACHABLE DANCES
Harry Grabner

BOOK REVIEWS
K. W. Bookwalter

NOTEWORTHY PEOPLE IN THE PROFESSION
K. W. Bookwalter

The Physical Educator of PHI EPSILON KAPPA

Vol. XVI **March, 1959** **No. 1**

THE PREVENTION OE ATTACKS ON REQUIRED PHYSICAL EDUCATION PROGRAMS 3
Burris F. Husman and *Dorothy F. Deach*

MAN WILL BE VERY MUCH THE SAME 2000 YEARS FROM NOW 6
Jay B. Nash

THE SIXTY-SECOND ANNUAL MEETING OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION 9
L. Carroll Adams

CO-EDUCATIONAL RECREATION IN OUR SCHOOLS 10
William S. Overbey

PHYSICAL AND ARTISTIC EXPRESSION IN GYMNASTICS 12
Robert Sarsfield

LET'S PUT GYMNASTICS BACK INTO OUR PHYSICAL EDUCATION PROGRAMS! 15
James Bosco

A RFPORT OF YOUTH FITNESS EROM THE GRASS ROOTS 18
Peter W. Everett and *Robert E. McAdam*

AN ANALYSIS OF POSSIBLE PREDICTIVE MEASURES 19
Ralph H. Johnson and *Warren J. Huffman*

THE AGE OF ATHLETIC AUTOMATION 21
Walter Kroll

NAUSEA RESULTING PROM EXERCISE 23
I. F. Waglow

CALISTHENICS IN THE ELEMENTARY SCHOOL 25
James Torpey

BASKETBALL SKILL TEST 26
Harold M. Barrow

HOW DO YOU RATE YOURSELF RECREATIONALLY? 28
Earle F. Zeigler

Departments

In the Editor's Corner 2
Teaching Techniques 29
Elsewhere in the World 32
Teachable Dances 35
Book Reviews 38
Noteworthy People in the Profession 40
Phi Epsilon Kappa Directory ..... (Inside back cover)

THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
Single copies and back copies are 60 cents. *ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. LINWOOD AVENUE, INDIANAPOLIS 18, INDIANA.*

In the Editor's Corner

The guest editorial this issue is written by Dr. Carl Wear, associate professor at the University of Nebraska, and former national president of the PHI EPSILON KAPPA.

Tough Minds, Tender Hearts and Able Bodies

THE CONCEPTS SUGGESTED by these phrases are not new. They are older than Juvenals *mens sana in corpore sano*. They are as old as the first wise parent and the first wise educator of many generations ago. They have long been regarded as important objectives in helping young people develop to a high degree all their capacities and potentialities for productive, co-operative, and enjoyable living.

The tough mind is a well-disciplined mind. It sets up worthwhile objectives and achieves them. It stays with unpleasant and difficult tasks that ought to be accomplished and sees them through to successful completion. The tough mind has a great capacity for sustained effort. It looks for order where nothing but confusion seems to exist. It accomplishes its tasks by determining what steps need to be taken, by arranging these steps in a logical sequence and then by taking them one-at a time.

One of its chief characteristics is its ability to concentrate, to bring all its powers to a sharp focus upon the job at hand. Knowing its own powers, and confident in them, the tough mind does not set for itself lowly tasks nor impossible ones. It does not confuse toughness with stubbornness nor with ruthlessness. It does not gloat over inflexibility. In all its strength it never ceases to be humble. In all its power and achievement it never ceases to wonder and to be curious, and to keep straining at the leash toward the great unknown goal that lies ahead.

The tender heart is, first of all, a heart full of compassion. Compassion means literally suffering with another. The tender heart also rejoices with another. It experiences a "fellowship in feeling" as it suffers and rejoices. It has an outgoing feeling of good will toward all men everywhere.

Because the tender heart believes that each man is his brother's keeper—that "no man is an island"—it rises up against injustice wherever it is found. It is humble, but it is quick to react against anyone or anything that attempts to take advantage of its humility. It can be tolerant, but it does not confuse tolerance with apathy and indifference. In the words of Saroyan the tender heart "seeks goodness everywhere, and when it is found, brings it out of its hiding-place to let it be free and unashamed." It "encourages virtue in whatever heart it may have been driven into secrecy and sorrow by the same and terror of the world."

The tender heart is easily warmed and thrilled by *quality*, by *beauty*, wherever they are found, whether in color, in music, in nature's scenes and sounds, in written and spoken word, in a noble act, or in a well-executed sports skill.

Probably the most important characteristic of a cultured person is his regard for beauty in the world. The truly cultured person recognizes beauty whever it exists, enjoys it to the fullest, protects and preserves, it and tries to leave more than he found. Tough minds and tender hearts are required for this kind of living.

The able body rounds out this triple-insured foundation for full and enjoyable living. The able body is characterized primarily by adequacy of response to activity and by promptness of recovery. It responds easily, smoothly and fully to all reasonable demands. Having acted it recovers promptly and renews itself for further activity. In order to perform in this manner, and to meet possible emergencies satisfactorily, it must possess more than just barely enough of the basic elements that make movement possible. It is in "good health" in so far as freedom from disease and from removable defects are concerned. It is the "ready servant of the will."

The able body is characterized by a readiness to act and by a "bounce" that the unfit do not know. Through its readiness and through its power to act it adds something extra to the poise and confidence of the tough mind and the tender heart. Body, mind, and heart: each cannot be at its best without support from the other two. The psychosomatic nature of man will not be denied. The world desperately needs today tough minds, tender hearts, and able bodies, not as ends in themselves but that men may live together peaceably, productively and happily.

CARL WEAR.

The Prevention of Attacks on Required Physical Education Programs

Burris F. Husman and Dorothy F. Deach

HISTORY HAS TAUGHT US that after each major war public opinion has brought about an evaluation and often reduction in the physical education requirement in our education programs. World War II and the Korean Conflict have ended, and with the impetus of "Sputnik" physical education programs throughout the United States are being challenged. Are you prepared to meet this challenge?

One of the major problems confronting the physical education profession today is the prevention of attacks on required physical education programs. These attacks can and must be prevented (1) through an effective and defensible program, (2) through an increased program of public relations, (3) by expending and improving our research efforts, (4) through the use of sound education principles in administering our programs, and (5) by exercising our full power as a profession through our organizations. Specifically, colleges should take the folowing steps to prevent attacks on their programs.

1. *The physical education program must be effective and defensible.*

For each student to experience all of the values inherent in participation in physical education, the program must include more than team games and free play. *Instruction* must be offered in team sports, dual and individual sports, dance, aquatics, and activities of sufficient vigor to develop an optimum level of fitness in each student. Through existing or new methods we must assess the sport skill and fitness level of each student, and through sound teaching methods improve it. With the pressure of increased enrollments, this may mean additional hours on the job, but if physical education programs are to survive, we must be willing to sacrifice this time and effort.

2. *The values of educational and physical education should be taught throughout the total program and in every class.*

At the University of Maryland this has been done since 1955 through our orientation classes for both men and women. The aim of these classes is to introduce and acquaint the student with the total field of physical education; the place of physical education in higher education; the role of physical education in developing total fitness (physical, social, and emotional); and the place of physical education in our culture. With this knowledge students (future citizens) are less likely to eliminate physical education from the curriculum since they understand and appreciate its values.

3. *Physical education faculties should be publishing articles in such publications as the alumni news, student newspapers, and faculty news bulletins.*

For some reason physical educators have a tendency to isolate themselves in the gymnasia and not associate with other faculty. There should be a continuous bombardment of school publicity channels with articles pertaining to the physical education program. The suggested content of such articles would be: value of the program, tournaments, importance of fitness, education for leisure, and class and staff personalities. Through casual associations with other faculty, the physical education instruction program, like other disciplines, should be discussed. In addition, physical educators must become *active* members of campus faculty organizations; take time to address faculty forums; and speak up for physical education.

4. *The colleges and departments of physical education should provide instruction and recreation for faculty, staff, and their families.*

Physical educators are fortunate to be able to interpret their programs through class instruction for faculty and their children. At the University of Maryland organized classes for faculty, staff, and their children are offered in golf, swimming, wrestling, tumbling activities, and low organized games. Also specific hours have been established when faculty and their families may use facilities for recreation purposes. Physical education at the University of Maryland has won many friends during the past year through this program.

5. *Faculty must be informed so that they have a clear understanding between the organizational support for the varsity athletic program and the organization and support of the physical education instruction program.*

When faculty on the campus meet a member of the physical education faculty for the first time, invariably the first comment is regarding either the football or basketball team. Here is an excellent opportunity to publicize the fact that the physical education instruction program reaches the mass of the freshman and sophomore students while athletics are only for the superior highly skilled students, and that athletics are usually dependent upon gate receipts, while funds for the physical education program, if this program is properly administered, are appropriated just like money is appropriated for other departments on campus.

6. *College and university administrations must establish and maintain a balanced philosophy toward the place of and the relative values of education and varsity athletics.*

College faculties sooner or later learn if there are more scholarships awarded for athletic ability than academic ability, and since the majority of them associate physical education with athletics they of course begin to question the value of physical education. Some athletic abuses which irritate faculty and sometimes fellow students are responding to grade requests for athletes several times during the semester, free tutoring for athletes not available to other students, free meals at the training table, luxurious accommodations prior to games away from home as well as games at home, and special treatment for illness in university hospitals.

7. *The physical education profession is in dire need of research which will justify the place of physical education in higher education.*

Forsythe and Duncan[1] in their book Administration of Physical Education, raise the question as to whether physical

education should be considered a part of general education at the college level. The majority of research conducted today in this field is conducted within the confines of a laboratory. Although this fundamental research is important, it frequently is not directed toward justification, nor has it, in many cases, been interpreted in terms of the instructional program. The faculties in other disciplines are asking the profession what effect physical education classes in college have upon the participants. This is not known.

Staley in an article entitled "Physical Education and Research" published in the *Physical Educator* writes:

> "Today as in the past, most of the arguments advanced in support of physical education stem from wishful or speculative thinking, not scientific fact. This lack of scientific support has not materially handicapped the development of the program in the past, but, in view of the conditions mentioned earlier, it could be a serious handicap in the future."

Staley in his article also outlined five steps to indicate how research in the profession can be increased and improved:

a. Reorganize or, better yet, expand the staff so it includes a small nucleus of highly qualified and highly interested workers. . . .
b. Give positive consideration to research activity (as evidenced by publishing results) in making staff appointments, in giving advancements, and in giving salary increases. . . .
c. Adjust the work assignment of staff members who have the talent and desire to engage in research so they will have time to do it. . . .
d. Provide reasonably adequate research facilities, equipment, and services. . . .
e. Reorganize the professiontal training set-up in physical education so as to make it possible for some students who possess the necessary talents and interests, to secure a better scientific and scholarship foundation than the present plan provides.

8. *The administration of required programs of physical education is frequently not educationally sound.*

Through pressure from coaches, who are members or Heads of Departments of Physical Education, sound education principles are cast aside for the benefit of the athlete. Once an exception to an established rule is made, the door is open for other breaches of academic procedures.

According to a survey conducted by the author in 1952, of the approximately one hundred selected universities and colleges studied, 57% excuse the varsity athlete from required physical education classes during the respective sport season, and have them return to class after the sport season. Credit is then given (or desired) for the athlete in a course he attended perhaps less than three weeks. Is it possible for a student to start attending sociology, mathematics, or beginning swimming in the middle of the term and receive a passing mark for the course after attending less than half the time? Obviously the answer to this question is no, if the object of the required program is to teach students new skills. Yet, physical educators are violating this principle every year.

Many schools use their physical education majors, frequently star athletes, to teach required classes. Do other disciplines permit senior students to teach elementary courses? Do they have their better trained faculties (Ph. D.'s and Master's degree staff) teaching only advanced courses, permitting graduate students to teach the majority of the basic required elementary courses?

There are some physical educators who believe physical education is different than the other disciplines and thus should not be controlled by the same education principles. Others want to be realistic in their approach, and go along with pressure, granting credit to athletes in required courses for their participation in athletics, an extra-curricular activity. Is it not therefore obvious why required programs of physical education are not respected, why credit and honor points are not awarded, and why faculty are looking for ways to exclude the programs from the curricula?

9. *Physical education in many colleges and universities is not considered academic.*

Academic is defined in Funk and Wagnall's *New Practical Dictionary* as "classical and literary, rather than technical; formal or theoretical as opposed to practical." According to this definition, laboratory work would be considered non-academic. As a matter of fact, at one time chemistry and other sciences were considered non-academic. McCloy in personal correspondence regarding "Suggestions on Selling the Required Physical Education Program to a University Faculty," wrote:

> "We in physical education suffer from the fact that our subject in universities around the world is not considered what the Germans would call a *wissenschaftliches*—or scholarly subject. You will all remember that early in the century, the same was true of many of the sciences, such as chemistry, and later was true of sociology, of political science, of economics, and of many other subjects: they got in, one by one, over the protests of the humanists. Physical education suffers much more acutely from the same thing. . . . Remember that the sciences, and some of the social *sciences*, got in because the faculty in those subjects could prove that one had to study and learn to master them, and that such knowledge was useful. Hence, I feel that we should not stress *solely* the fitness angle."[4]

It follows, therefore, that to establish physical education as an academic subject, theory, knowledge, and strategy, as well as skill must be studied, taught, and learned. Unfortunately there are some physical educators who are opposed to teaching theory or knowledge, because it detracts from the time they believe necessary to develop fitness. These "educators" seem to be so intent of developing skill and fitness, that time is never used to inform the student as to the "whys" of the skill and fitness or to give a written examination.

To alleviate this condition, the "degree mills" must be eliminated, so that only well trained and qualified teachers are graduated from our schools of physical education. This should eliminate the "throw out the ball" and "sweat" *educators* and give us teachers with a sound philosophy of physical education, teachers who are qualified to capitalize on the "teachable moment," teaching the youth of this nation not only sports, but also the value of fitness and its importance in later life.

Until such time as the physical educators in this country agree on the common goals of the profession; reach at least maiority opinion as to how to attain these goals; and operate under a code of sound educational practices, we will continue to have attacks on the service programs.

10. *As a profession we should establish evaluation techniques and evaluate our programs through accreditation committees.*

This procedure would remove the initiative from the general college faculty in demanding or conducting evalua-

tion of our programs, and place it in the hands of an unbiased team of trained experienced physical educators. In doing this we would be handling our programs under conditions similar to other disciplines in the university. The accreditation committee must have the power to place schools on probation and/or not recognize inferior programs until certain specific deficiences are removed. Publicly announcing the date and results of such evaluations to general local college faculty would place them in an unfavorable position to criticize or attack good programs of physical education.

11. *Finally, we as a profession have not exercised the force necessary to create an impact upon the general public.*

After we lost the Olympics in 1956 the editorials and headlines in newspapers throughout the country did not read, "Let's eliminate the frills of education and spend more time on physical education and athletics." The sciences, however, soon after the Russians launched Sputnik I started an organized attack on the "frills" of education. What influence this will have upon education is not known at this time. We as a profession should dedicate ourselves to the improvement and maintenance of fitness and to a unified publicity campaign to publicize the importance of fitness and a broad general education.

> "The primary aim of educational advance is not the production of ballistic missles or synthetic moon. These, however essential, can only be by-products. The central aim must remain the continued development of a healthy and purposeful society which, by the manner in which it manages its own affairs, provides a practical example of the value of freedom."—*The Manchester Guardian.*

1. Forsythe, Charles E. and Ray Duncan, *Administration of Physical Education*. New York: Prentice-Hll, Inc., 1954. p. 52.
2. Staley, S. C., "Physical Education and Research," *The Physical Educator*, 9:3:73 (October, 1952).
3. Ibid.
4. McCloy, C. H., "Suggestions on Selling the Required Physical Education Program to a University Faculty," Personal Correspondence, 1957.

Take Off the Lid! The Sky's the Limit!

Is our profession growing with the Space Age? Do we really have vision or do we just do the old things with new tools? Is even our name a lid on our efforts? Perhaps the term "Physical Education" is as outmoded as "Physical Training" became 30 or 40 years ago. We suggest that the term "Movement Arts and Science" may be more accurate in describing our widening interests and programs.

Research has given us many facts. Have we used these facts intelligently or do we base our programs and assumptions on myth and habit?

Facts

1. There will be fewer teachers to handle more students in the decade we are just entering.
2. There will be more people to use less space.
3. The role of women is changing and as it changes so does the role of men. The roles of *people* are changing with automation.
4. Boys and girls are maturing earlier.
5. In the U. S., the economy of plenty and of work-saving gadgets requires little physical effort and provides more leisure.
6. Man can condition his body successfully for space flight demands.

What This Means to Us

1. We must provide activities which are vigorous and fun but which can be don in confined areas.
2. We must help children and youth develop an awareness of their bodies as an expression of self.
3. We must develop an understanding of the necessity for and desire for vigorous activity.
4. We must teach principles of movement which can be adapted to new situations among which will be sudden changes of gravity from 5G to 10G. This requires physical vitality to support stable emotions and clear minds.
5. We must be able to live above the inertia of habit; to see the world as it is and as it will be.
6. We must move forward, not recklessly, but with a sense of adventure; keep the good from the past but also open our eyes to the new good of today and be willing to see new good in the future. We must intelligently apply the results of research.

—Journal, Arizona AHPER—Vol. II, No. 2.

Did You Know

That the makers of electric "reducing" gadgets and the rub-down parlors are determined to leave no stern untoned in their efforts to make a slimmer America?

Man Will Be Very Much the Same 2000 Years From Now *

Jay B. Nash

WE CANNOT LOOK ahead 2,000 years and make any prediction as to the status of man, but we can look back. We have reason to assume that he will not change very much physically, emotionally, or socially. The problems which the Greeks faced in connection with health, education and even goodness are much the same problems which we face today and will be facing in the millenniums to come.

Other things will change and they will affect man —the way he lives and acts or whether he will be alive at all. Advancements in science are not following any nineteenth century curve—they are literally exploding around us! For example, half of all the oil consumed in the history of man has been consumed in the last twenty-five years. One Strategic Air Command bomber consumes more fuel in one mission than most of our entire Air Force consumed in 1918. The development of aircraft will continue. In its first fifty years the airplane picked up a speed of a little over 100 miles an hour. It then rose to 300 miles an hour in '36, 600 miles an hour in '54 and the current speed record is 2,000 miles an hour but rockets have exceeded 19,000 miles an hour.

By the year 2000 we can expect a whole new family of material now unknown to man. The era of the computers and photo-electric sensing devices will help man grapple successfully with the technological revolution which he is creating. New revolutions lie ahead in chemistry, new finishes will come from the laboratories affecting what we eat, wear, and use.

How Is Man Reacting

In the year 2000, children born today will be forty-two years old. They in themselves will not have changed much but they will have power over nature undreamed of. But their powers over themselves and their fellowmen will remain about the same as today.

We ask ourselves: How is man reacting to the undreamed of conquest of nature? Last year we American used 45,000,000 aspirin tablets daily, took 20,000,000 sleeping pills, and the next morning chased them with as many million wake-up pills. American doctors are writing 40,000,000 prescriptions for the new antiworry pills called tranquilizers, hoping to stave off anxiety, depression, and fear that seems to grip our modern way of living.

Seventy-five million Americans are chronic drinkers, 5,000,000 confirmed alcoholics. One out of every two hospital beds is occupied by a mental patient. It is predicted that one out of every ten children will suffer a mental illness. Slowly but surely in the land of luxury we are driving ourselves to a sort of prosperous depression. How did we ever arrive at the thesis that we could achieve body tranquility and happiness out of steel and synthetics and bring peace and goodwill to the earth by splitting the atom?

We know rather definitely the results of these technological advancements on man's body and the way he thinks and feels. Hans Selye of Montreal believes that we are developing a chemical imbalance in the body which causes stress. Dr. Selye's belief is that in our hurrying constantly and worrying incessantly we are undermining the health of the nation. He said: "Glands attempt to adjust to the constant demands of stress. They pour out excess hormones to keep the body going. For a while they succeed. But in the end the defense mechanism itself breaks down. Arteries harden, blood pressure rises, heart disease develops, arthritis strikes."

A Formula for Health

The Greeks built a society 2,500 years ago on a formula of health, happiness, and business. We are just beginning to realize what the formula stands for today—body, mind, and spirit are now viewed as an entity. Happiness, just old-fashioned joy, which assumes an absence of excessive stress, supports bouyany health in a positive way, and, incidentally helps to keep bodily resistance high to help ward off specific diseases, including tuberculosis, some heart diseases, and duodenal ulcers.

The Greeks believed that the happy boy and the well boy were one, and many included in the formula the good boy. In addition to their well-known axiom the Greeks believed in "gymnastics for the body and music for the soul." Gymnastics meant no set form of exercises, but strength, endurance, beauty, and symmetry. Music included appreciation of beauty and of the finer things of life.

Today we are thinking in terms of total fitness but in actual practice this must be broken down into phases of fitness. While there is a relationship be-

*From *Education*, February, 1958 — a publication of the New York State Teachers Association.

tween all phases of fitness, organic fitness which is widely discussed today can be set to a formula. Optimum health is really synonymous with fitness—the ability of the human organism to sustain adaptive effort. To do this there are four essential phases.

Phases of Fitness

1. Protection—Safety.
2. The Construction of a Philosophy of Living.
3. Health Habits.
4. The Law of Use

The first is protection or safety. The human organism must be protected against its natural enemies. The environment of the individual must be made safe. This is the part that is contributed to by the school physician, school psychologist, school nurse-teacher, dental hygiene teacher, and possibly other technicians. Man's longevity has been made possible largely through medical advances to protect the individual.

Dr. Dwight H. Murray, past president of the American Medical Association, states very flatly, "man does not just die, he usually contributes to the process of killing himself." He continues: "Man fails to live within his resources of strength. He does not take a day-by-day concern for his well-being. He does not even take advantage of the protective measures known to medical science."

The second phase is the *construction of the philosophy of living*, a term used in place of the much misunderstood "mental health." It involves the ability to adapt to the daily stresses of life. We need some challenges but not too many. The philosophy is deep within one. When one man takes life in his stride and another is irked, the one lives happily, the other dies.

The person who faces life successfully must see some meaning in it. There must be something to live for. Happiness is associated with challenge, accomplishment, and mastery. Happiness involves hope and faith. Hope, faith and joy are medicinal. They are therapeutic. They represent the difference between living and existing and often betwen life and death. Happiness in children and adults is more than entertainment and amusement, money, or "eat, drink, and be merry." The basic need is to have a goal, feeling wanted, belonging, even sacrificing for a worthwhile cause.

Law of Attention

Physiology recognizes the "law of attention." When an individual is interested in some outcome, has some place to go, something to do, some goal, he achieves integration. Immediately upon the achievement of integration, even in the face of danger he goes forward with confidence and achieves normality. The play of children contributes to integration—the entire personality, body consciousness, and the emotions are on one track, and the results associated with the old, outmoded, tremendously important word "joy"

The third phase relates to health habits. There must be for each individual some disciplines. These involve eating, sleeping, and the many phases which are tied up with growth, development, and metabolism. Here again we must often look back to the simple habits of grandmother. The expensive, refined, prepared foods of the future offer little encouragement.

Law of Use

Finally, there is the *law of use*. It is a well-recognized thesis physiologically, that that which is used develops, and that which is not used atrophies. Unfortunately individuals who do not take exercise seem to find it necessary to apologize, and yet our experts in physical medicine are telling us that this is the one way to maintain strength, endurance, and power to live and even to control weight. The medical profession has a phrase—the abuse of rest. The phrase is new but the principle is old. An individual who remains in bed for a long period of illness loses strength.

Pattern for Physical Education

The pattern for our physical education programs seems to be quite clear. We do need athletic programs and probably should maintain a reasonable interscholastic schedule, but one of the real needs is for skill learning in childhood. Young people should become skilled in swimming, archery, tennis, badminton, fishing and casting, shooting and hunting, canoeing and camping, to mention only a few. These can be carried on through the fifties, sixties, and seventies. They will help to maintain organic power and also provide recreational incentives to live. In any program involving exercise, judgment must be used. The older man is not the mountain climber nor the runner, but he can still exercise and have fun.

It seems clear that there is a relationship between physical education, health, and recreation. They do not constitute total education but they are essential.

In our desperation we draw many illustrations from Russia's education of youth. Most people using these illustrations know none of the facts. We should remember that before 1951 education in Russia was only compulsory for seven years. A ten-year education program was projected for the rural children in 1960. The drop out rate was as high as from 30 to 50 percent in various communities. It

is just impossible that such a program developed nuclear physicists. Even today it is well to remember that the Russian's day is longer, he goes to school six days a week and often on a year round basis. Propose that for American children and listen to the hysteria.

We could of course lengthen our school day, put in more programs of physical education, art, crafts, music, and possibly other subjects, and it would be a good thing. We could have year-round school and even on Saturdays, as originally conceived, for work on the farm is largely meaningless today.

In 1900 we had in this country only about 8 to 10 percent of the eligible high school children in high school. Today we have over 90 percent. Obviously the program must be varied to meet the diverse talents of individuals. None of it need be soft. Any phase of education pushed toward the level of perfection involves discipline. This applies to the scientist, the master of a foreign language, the painter, the musician, and the athlete.

Incidentally, one thing to which Russia has given serious attention, in addition to science education, is the physical education program for boys and girls of all ages. Witness the participation and the records of the last two Olympics.

Health Takes Its Place

Health takes its place along with the ideal of "life, liberty, and happiness." No scientific or literary objectives can be accomplished without a degree of health. In the decade ahead, forces in the school community interested in health, physical education, and recreation will have a hard fight to maintain needed recognition. There will be a tendency to cut budgets in certain places and the health teachers, school nurse-teachers, dental hygiene teachers, school health personnel, and physical education instructors will be among the first targets. Please remember Rear Admiral H. G. Rickover's comment: *"While you are developing the minds of children, develop also their bodies through physical exercise."* These two are paramount.

If we look back critically upon the education of Greek youth and weigh it in the light of today's scientific knowledge, we will heed some basic principles which will be applicable 2,000 years from now. Man will be very much the same.

What Is "Amateurism" In Sports?

Amateurism is a most important philosophy whose adherents enjoy a richer life, and the word amateur should not be used as a synonym for a neophyte, a beginner or a person without ability. All amateur sport organizations should point out the exaltation that comes from a task well done and the other benefits that accrue to the amateur who desires to give his best, not for money, but for the sheer joy of accomplishment.

—Avery Brundage,
President, International Olympic Committee.
The Journal of Physical Education and Recreation.

A Sportsman's Prayer

Dear Lord, in the battle that goes through life,
We ask but a field that is fair,
A chance that is equal for all in strife
The courage to do and to dare.
And if we should win let it be by the code,
With our honor held high.
And if we lose,
Let us stand by the road
And cheer as the winners go by.

Author Unknown.

Write-ability

1. Define your audience and purpose.
2. Avoid a lengthy introduction.
3. Tell a logical story.
4. Make your key points visible.
5. Write neat. Be concise, but clear.
6. Make it personal.

—Edgar Dale in *News Letter,* December 1957.

Bill, to little boy eating an apple: "Watch out for the worms, Johnny."
Johnny: "When I eat an apple, the worms have to look out for themselves."

The Sixty-Second Annual Meeting of the College Physical Education Association

L. Carroll Adams

THE COLLEGE PHYSICAL Education Association once again followed the policy of rotating the location of its annual meeting, in an effort to serve its members residing in various sections of the United States. After meeting last year in Santa Monica, California, the Association moved east this year to New York City for the Sixty-Second Annual Meeting.

Approximately 250 members of the Association from colleges and universities located throughout the United States spent three days (December 28, 29, 30, in an effort to identify and define the major issues and problems confronting college physical education in America at mid-twentieth century. It is the fervent hope of the members that through the exchange of ideas, research, and better public relations the contributions of physical education to higher education will be improved.

The officers of the Association, John H. Shaw of Syracuse University, President; C. O. Jackson of the University of Illinois, President-Elect, and R. E. Jamerson of the University of North Carolina, Secretary-Treasurer, arranged a well-balanced program, which included a wide range of topics related to physical education.

The various section meetings and their respective chairmen were:

Basic Instruction: Marvin Allen, University of North Carolina.

Foreign Relations: David Furman, University of Puerto Rico.

Teacher Education: Wynn Fredricks, University of Southern California.

Intramural Athletics: Rodney Grambeau, University of Michigan.

Basic Research: Paul Hunsicker, University of Michigan.

Intercollegiate Athletics: J. F. Martin, Wesleyan University.

In addition to the section meetings for special interest groups, five general sessions were scheduled to attract the interests of all members. Professor Henry F. Graff of Teachers College, Columbia University, was the principal speaker at the First General Session on Sunday, December 28th at 8:00 P. M. In a speech entitled "The Athletic Mind," Professor Graff mixed humor with seriousness in just the proper proportions to both amuse and bring a message to a raptly interested group. Through historical documentation of the "whole man" concept, he strongly urged that educators return to the practice of demanding of students preciseness, hard work, and general competency. Professor Graff deplored the tendency of laxity in academic affairs so common in American colleges.

At the Second General Session on Monday morning, President Shaw addressed an overflow crowd on the "Changing Role of Our Association." His address was historical in character, with the backward glance used as a basic for future progress of the Association.

The banquet speaker was Harry A. Scott of Teachers College, Columbia University. It was a privilege to hear Dr. Scott on this occasion just prior to his retirement from active teaching. His subject, "New Directions," was, as he pointed out, not really new, because our problems today in the profession are practically identical with those which confronted the founding fathers of the Association sixty-two years ago.

Although not a part of the College Physical Education Association program, a breakfast to honor Harry A. Scott, for his long and faithful service to physical education, was held at the Faculty Club of Columbia University on Tuesday, December 30th. A large group of Dr. Scott's friends, in New York attending the C. P. E. A. Meeting, were present and witnessed the presentation of a large silver tray, together with other valuable as well as sentimental gifts, and a scroll listing the names of about 300 contributors to a Harry A. Scott Library Fund for Teachers College, Columbia University.

In addition to the standing Committee reports at the Business Meeting of the Association, President Shaw presented for consideration a report on Western Group Relationships. After considerable discussion on the floor, the following recommendations, among others, were adopted:

1. That the Western College Men's Physical Education Society consisting of certain physical educators in the eleven Western States be made a division of the College Physical Education Association.
2. That the purposes of the Western College Men's Physical Education Society shall be consistent with the purposes of the C. P. E. A. as stipulated in its constitution.

At the last general session, which was held on Tuesday afternoon, Charles Bucher reported for the Fitness Committee. A statement from the Preface of

this report gives some insight into the *rationale* for this thirty-five page document. It follows:

> In 1957 the College Physical Education Association, recognizing its professional responsibility for encouraging maximum fitness among college students, assigned a committee the task of presenting the essential steps for those who would be fit to meet the demands of daily living. The emphasis in the report is, naturally, the contribution which is made to active life by the appropriate use of physical education. Of the many components of fitness,, satisfying exercise is one of the most essential. The committee herewith presents some ideas and suggestions which will be useful to college students.

The report,[1] to be published by fall, entitled "Fit for College" may serve as a guidepost for college students in matters pertaining to fitness as well as for teachers of physical education. Members of the Committee are to be congratulated for a job well done. They are:

Charles A. Bucher, Chairman, New York University; Harrison Clarke, University of Oregon; Thomas Cureton, Jr., University of Illinois; Arthur Daniels, Indiana University; Henry Montoye, Michigan State University; Charles McCloy, State University of Iowa, and Delbert Oberteuffer, Ohio State University.

The officers for the Association for the 1959-60 year are: C O. Jackson, University of Illinois, Presi-Angeles, President-Elect; R. E. Jamerson, University of North Carolina, Secretary-Treasurer, and K. W. Bookwalter, Indiana University, member-at-large. These and the section chairmen make up the Executive Council.

The Sixty-Third Annual Meeting will be held in Cincinnati, Ohio, on December 27, 28, and 29 1959.

---

1. Copies of the report may be obtained by writing the Secretary-Treasurer, R. E. Jamerson, University of North Carolina, Chapel Hill, North Carolina.

Note: The Association publishes a Proceedings of the Annual Meeting which includes all repor's and addresses and may be purchased from R. E. Jamerson, University of North Carolina, Chapel Hill, N. C.

Coeducational Recreation in Our Schools

William S. Overbey

"SHALL WE HAVE coeducational classes in our schools?" This question is being asked today by an increasing number of people in the field of physical education, as well as by others in education, parents and other members of our various communities. Since this is such a pertinent question and so many people are interested in it, it would seem that we find out as much as we possibly can about coeducational recreation and if there are actually any benefits that our students may derive from participation in such classes.

Only during the last twenty-five years have teachers of physical education given any consideration to classes that involved both boys and girls. Prior to 1930 most educators and parents advocated complete separation of the sexes as far as physical activities were concerned in the school. This belief was based mostly on physiological grounds, with particular reference to the safety of girls and in consideration of the special needs and capacities of both sexes.

Today we find an entirely different attitude among parents as well as school personnel. The general opinion is that coeducational physical education and recreation are good, if properly taught, and that children and adolescents can receive many benefits from participation in such activities. Some of the areas in which a boy and girl could benefit are:

(1) Wholesome social recreation for leisure time.
(2) Opportunity for companionship with opposite sex.
(3) Increased understandings of the skill difference of sexes.
(4) Improved poise and self confidence in coed groups.
(5) Increased interest and appreciation of recreational activities.
(6) Improved sportsmanship, social courtesies and manners.
(7) Development of student leadership.
(8) Better school spirit.
(9) An enriched life.
(10) Development of interest in sports in the non-athletic boy or girl.[1]

Perhaps one of the most important things to consider and to remember is that such a program should at first *be on a voluntary basis*. When it becomes compulsory it may take away some of the pleasure that comes from participation and thus destroy the possibility of achieving the desired results.

We must *choose* the *activities* very *carefully* in a class involving both boys and girls. In some activities it might be desirable to modify the rules in order that the girls might have equal opportunity for some degree of success in the activity. Recommended activities include: archery, badminton, golf, table tennis, tennis, softball, volleyball, swimming, and the activity that is the most popular for coed classes, social and square dancing.

The teams should be chosen in such a manner that *boys and girls are on the same team.* Never allow one sex to compete against another as a team. You should also provide some method for selection of team members to prevent the poorer players from being the last ones to be chosen. Usually they realize that they are not skilled in playing that particular sport or game, but being the last one chosen certain-

ly doesn't help their confidence or give them incentive to improve their skill in that particular activity.

If a school is going to offer coeducational physical education classes, the *most important factor will be someone who can successfully instruct such groups of boys and girls.* This may sound easy, but many have found it is not. Some recommend using only women teachers, others men. We would suggest that if at all possible both should be present. It seems logical that there would be fewer difficulties and problems if this were possible.

If a school has the leaders, facilities, time, community and parental approval, and administrative support, plus the interest of the students, it would seem that a coeducational program could definitely be an interesting and beneficial experience in the life of the student. People are bginning to favor types of wholesome activities within the schools that will prove helpful in the overall development of the students while they are in school as well as provide some carry-over values for later life.

---

1. Bookwalter, Karl W. and Carolyn W., *Fitness for Secondary School Youth,* Washington, D. C.: American Association for Health, Physical Education and Recreation, 1956, p. 68.

For Teachers

To a child thrust into a strange world, a good teacher is the best thing that can possibly happen.

A teacher is Courage with Kleenex in its pocket, Sympathy struggling with a snowsuit, and Patience with papers to grade.

Teachers spend twelve hours a day searching for truth and the other twelve hours searching for error.

They are incorruptible, indispensable, infallible, invincible, and nearly inexhaustible.

A teacher does not really mind sniffles, squirmings, stomach aches, spills, sloth, and sauciness. Neither does she disintegrate before tears, trifles, fights, futilities, parents who spout, little boys who shout and little girls who pout.

Most of all a teacher is somebody who likes somebody else's children and still has strength enough left to go to the P. T. A. meeting.

Thank Heaven for teachers!

—North Carolina AHPER *Newsletter.*

Recipe for Preserving Children

Take one large grassy field; one half dozen children; or three small dogs; a pinch of brooks and some pebbles. Mix the children and the dogs together, put them into the field stirring constantly. Pour the brook over the pebbles, sprinkle the field with flowers; spread over all a deep blue sky and bake in the hot sun. When brown, remove and set away to cool in a bath tub.

—From: Journal of the Canadian Association of Health, Physical Education and Recreation.

Some Fitness Notes

According to Ken Rawlinson, trainer for the Oklahoma football team "to reduce the tummy, we ask the kids to run to and from the bathroom on all fours. To reduce the seat area, wiggle it in synchronization with their tooth brushes as they scrub back and forth across their molars."

LeRoy "Satchel" Paige, now in Hollywood, has the following advice:

"1. Avoid fried meats which angry up the blood.
2. If your stomach disputes, pacify it with cool thoughts.
3. Keep the juices flowing by jangling gently when you move.
4. Go light on vices, especially the social ramble. It ain't restful.
5. Avoid running at all times.
6. Never look back. Something might be gaining on you."

—American Medical Association *News.*

Physical And Artistic Expression In Gymnastics

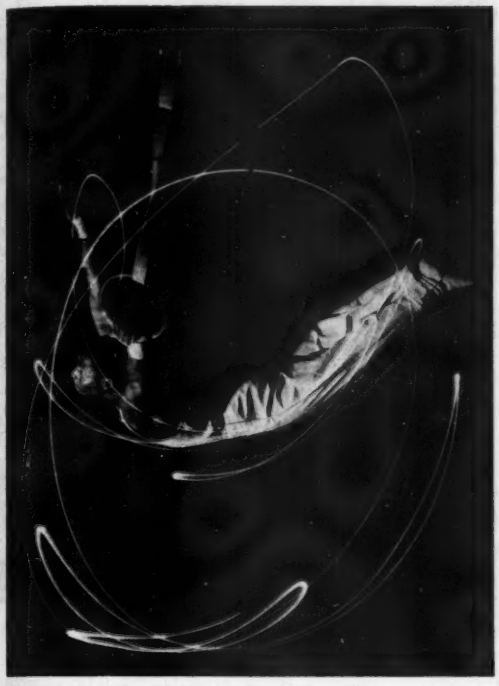
Robert Sarsfield

PROBABLY IN NO other sport is the relationship between the physical and the artistic expression so apparent as it is in gymnastics. With imagination one could compare a finished gymnastic routine to a dance, painting or music composition. Gymnastics offers opportunity for the freedom of manipulation of the human body in aesthetic taste. *Continuity, fluency, rhythm, composition, and form* are some of the essential qualities that are sought in gymnastic performance. Those qualities are found in other artistic expressions.

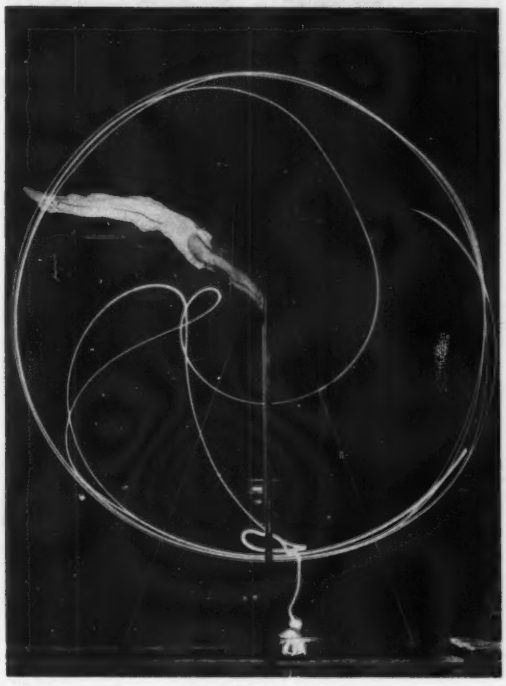
The accompanying photographs are graphic evidence of the artistic nature of gymnastics. It might be well to mention the circumstances involved in producing these unusual pictures. It began on a chance experiment. An electrical shop class at Central High School in Cincinnati, under the supervision of the instructor, rigged up a pair of pencil flashlight batteries with a flashlight bulb that could be easily taped to the gymnast's legs or arms. Because the pictures were taken in almost complete darkness, the movements were limited to those that the performers knew well. It is believed that this pictorial interpretation is only a start in pointing out the inter-relationships that could be obtained through this type of gymnastic study.

Rhythm, as in other artistic endeavors is essential in gymnastics. A gymnast strives for a smooth flowing movement throughout his routines. The figure described in the accompanying photograph of the parallel bars might well be a rhythmic pattern in an art form or it could suggest the flow of music. Nearly all gymnastic events can be done to the accompaniment of music. Many teachers of physical education make it a practice to have live or recorded musical accompaniment to gymnastic demonstrations. Even if the gymnast doesn't come out on the exact note as a ballet dancer, the music sets up a rhythmic background that the performer unconsciously interprets in executing his routine.

Sidehorse



Rings



High Bar

Just as the continuity in the notes of a musical score, or the unification of color and pattern in a painting or the continuity in the steps of a dance choreography, there exists the same qualities in the movements of a gymnastic routine. One movement must flow gracefully into the movements which follow. Harsh interruptions to movements or contradictory swings are like the clash of colors in a picture, and are below the standard of a good gymnastic performance. The continuous traces of light in the pictures are visual evidence of this flow of unity.

Achievement of fluency in the execution of a particular trick is the concept of performing the movement to the fullest extent. This, of course, has much to do with form. But fluency goes beyond prescribed form. A movement can still be done with correct form but lack certain preciseness and accentuation. And in fluency the gymnast, like the artist, leaves his mark of individual distinction. This concept may be applied to any creative work. An artist through his medium of dance, music, or painting, displays his creative powers of interpretation with a certain elegance.

All artistic expressions have accepted patterns or forms. For example, art has its abstractionism, dancing has the ballet, and music has the march. In gymnastic events, with the exception of free exercises, there are listings of stunts or tricks that include all bodily manipulations on a particular piece of apparatus. These are logically arranged and progress to higher requirements of coordination, skill and strength. Minimum prescribed methods of performance of these students are universally accepted in gymnastic circles. For example, the prescribed form on a giant swing backward would be: a complete circle of the bar backwards with body and arms fully extended, feet together and toes pointed. However, there remains much difference in the nomenclature of these movements. Thus, in the matter of form, one can see how closely gymnastics is related to other artistic outlets of expression.

In creatifive fields the composition is the great challenge to the ability and imagination of the artist. In music, ideas and notes are integrated to form the score; in painting, concepts and brushstrokes combine to form the picture; and in dancing ideas and steps make up the dance. These compositions are the finished product that reveal the artist's thinking. Likewise in gymnastics the integration of various individual movements with consideration of the elements of continuity, emphasis, surprise, and suspense gives the gymnastic figure a composition of the creative artist.

Parallels

Tumbling

Not only is the gymnast a performer, he is a composer as well. Thus, the physical, which calls upon the greatest demands of the human body in strength, dexterity, agility, and coordination, combines with aesthetic to form one of the most challenging and expressive sports in existence.

Youth Frames Behavior Code

A code for teen-age behavior?

Many young people, and youth groups, are giving thought to this question. Some high school students in California drew up a set of "Ten Commandments." We pass them along to you, with thanks to the C-U Optimists' Club newsletter:

1. Stop and think before you drink.
2. Don't let your parents down; they brought you up.
3. Be humble enough to obey. You will be giving orders yourself some day.
4. At the first moment, turn away from unclean thinking—at the first moment.
5. Don't show off when driving; if you want to race, go to Indianapolis.
6. Choose a date who would make a good mate.
7. Go to church faithfully. The Creator gives us a week, give Him back an hour.
8. Avoid "following the crowd"; be an engine, not a caboose.
9. Choose your companions carefully; you are what they are.
10. Or even better—keep the original Ten Commandments.

"This is the final test of a gentleman: his respect for those who can be of no possible service to him."—*William Lyon Phelps.*

Let's Put Gymnastics Back Into Our Physical Education Programs!

James Bosco

PRESIDENT EISENHOWER'S White House Conference on the Fitness of American Youth is ample evidence of the importance and national scope of the problem of fitness. The problem is of grave concern to educators and particularly physical educators.

Dr. Marjorie Phillips[1] of Indiana University administered the Kraus-Weber Tests of Minimum Muscular Fitness to 1,456 elementary school children in Indiana. The test and test items were found to be highly reliable. However, questions were raised about the validity of the test because no valid relationships could be shown to dynamometer strengths. The flexibility test of touching fingers to the floor has been roundly criticized by a host of authors. Writers have also been high on criticism of the "fail one item—fail whole test" idea. Nevertheless, the fact remains that four separate studies of American children have shown failures of 45.1% to 66.1% as compared to failures of 8.0% to 9.5% for three European studies. These findings merit considerable attention when discussing the effects of a given program of physical activity on the flexibility and strength of children.

In 1956 an experiment was set up to determine how children who participate in a gymnastic program compare with children in the American and European studies cited. The Kraus-Weber Test was administered to students at Pond's Palaestrum, a private gymnastic school located in Champaign, Illinois, and operated by Charles Pond, Gymnastics Coach at the University of Illinois, Urbana. The test items used were identical to those used by Kraus[2] and Fox[3].

The instructional program at Pond's Palaestrum is run on a twelve-week basis. The students attended classes from one to three times per week. The class period was one hour long, and an attempt *was made to keep* each student physically active for the whole hour.

Each class began with a rapid-fire mass warm-up of ten minutes duration. The warm-up was done on tumbling mats and was of the grass drill variety. This was called mat drill. The remainder of the class time was devoted to tumbling, trampoline, and free exercise (a combination of rhythmic, calisthenics, tumbling and balance moves). Fifteen minutes were allotted for each activity. Each class terminated with five minutes of chinning the bar and handstands.

There were four grades of classes: beginner, advanced beginner, intermediate, and advanced. Students were classed according to standards of ability rather than chronological age. In general, however, a beginner was usually in the program for the first time, an advanced beginner had usually attended one previous 12-week program, and intermediate had attended two or more programs, and an advanced students had been in the program from one to four years.

Of the 95 cases tested at the Palaestrum, 9 children failed one or more of the six items for a percentage of 9.5%.

1. Phillips, Marjorie A., "Indiana Study of Kraus-Weber Tests," Journal of the American Association of Health, Physical Education and Recreation, 26:14-15, 71, September, 1955.

2. Kraus, Hans and Ruth P. Hirschland, "Minimum Muscular Fitness Tests in School Children," The Research Quarterly, 25:178-188, 1954.

3. Fox, Margaret G. and Janet Atwood, "Results of Testing Iowa School Children for Health and Fitness," Journal of Health, Physical Education, and Recreation, Washington, D. C., 26:20-21, September, 1955.

Chart I

A COMPARISON OF TOTAL NO. OF FAILURES OF POND'S PALAESTRUM STUDENTS AND STUDENTS TESTED IN SEVEN OTHER STUDIES

		% Failures
Studies on American Children	University of Iowa Study	66.1
	Kraus-Weber Study	57.9
	Slippery Rock State Teachers Study	49.77
	Indiana University Study	45.1
	Pond's Palaestrum	9.5
Kraus Studies on European Childred	Austria	9.5
	Switzerland	8.8
	Italy	8.0

Chart II
COMPARISON OF KRAUS-WEBER, INDIANA UNIVERSITY, AND PALAESTRUM DATA

Ages		6	7	8	9	10	11	12
	Kraus-Weber	54.0	55.0	52.0	54.0	48.0	62.0	65.0
% Failures	Indiana	54.1	44.9	36.1	40.8	50.4	44.5	44.9
	Palaestrum	14.3	18.2	6.1	25.0	0.0	0.0	0.0
	Kraus-Weber	33.0	40.0	40.0	39.0	44.0	40.0	50.0
% Flexion	Indiana	30.7	32.5	31.1	36.1	45.1	41.4	42.0
Failures	Palaestrum	0.0	0.0	6.1	16.7	0.0	0.0	0.0
	Kraus-Weber	39.0	37.0	27.0	30.0	32.0	40.0	36.0
% Weakness	Indiana	40.4	20.8	12.5	15.7	11.2	8.8	7.2
Failures	Palaestrum	14.3	18.2	0.0	16.7	0.0	0.0	0.0

Interesting differences were seen when the statistics were broken down into age groups. There was a fairly steady increase in percent of failures from 6 years to 12 years of age in the Kraus-Weber data, The Indiana data showed no such trend. The six year old group showed the greatest number of failures. The Palaestrum data showed a decrease in failures from 6 years to 12 years of age. This suggests that the Palaestrum program helps develop the qualities measured by the Kraus-Weber test.

CHART III
PERCENT FAILURES IN EACH CLASS GRADUATION

Class	No. Cases	Time in Program (12 week units)	No. Failures	% Failures
Beginners	46	1	8	17.4
Adv. Beginners	15	2	0	0.0
Intermediates	13	3	1	7.7
Advanced	21	4 (or more)	0	0.0
Totals	95		9	9.5

Another strong suggestion in favor of the Palaestrum program was found when a comparison was made between percent failures and time students spent under Palaestrum instruction. Except for one case in the intermediate group, there were no failures past the beginner's class. Eight out of 46, beginners failed for a percentage of 17.4%. It must be kept in mind that the beginners had just completed their first 12 weeks instruction.

The Kraus-Weber tests showed an increase in percent of flexion failures from ages 6 to 12 years. The Indiana data also shows this type of trend. The Palaestrum data shows a slight increase from ages 6 to 9 years but no failures in the 10 to 12 age elevels. Both the Kraus-Weber and Indiana data shows that most flexion failures occur in the 10 to 12 year group. However, none occurred in the same age groups in Palaestrum data. These results might imply that the Palaestrum improved best the item causing the most number of failures, viz., flexibility.

The percent of failures in the Kraus-Weber data remained rather steady in the muscular weakness items from ages 6 to 12. The Indiana data showed a definite downward trend with the greatest percentage of failures at 6 years and the least at 12 years, indicating a definite increment with age in muscular strength of the normal child. Kraus attributed this trend in the Indiana data to the possibility of better physical education programs of the Indiana children studied as opposed to the ones he studied. The Palaestrum data showed no definite trend. Percentage of failures varied from ages 6 to 9 years but no failures whatever occurred in the 10 to 12 age group.

The percentage of failures in the Kraus-Weber

tests given to random samplings of American children in four separate studies denotes a basic weakness in American children. The percentage of failures of Palaestrum children reflects a program which definitely improves the items measured by the Kraus-Weber test.

The startling fact that no failures whatever occurred in the 10 to 12 year Palaestrum group suggests the beneficial results of the Palaestrum program to children at an age when a large proportion of children from all walks of life, exposed to varied programs of physical education, and playing numerous sports, would be failing some item of the Kraus-Weber test of minimal muscular fitness.

As a whole, the picture is deplorable when we realize that one good course in gymnastics for a year would wipe out practically all of these failures. If it can be assumed that the Kraus-Weber test is a reliable measure of minimal muscular fitness of elementary school age children and if physical educators consider flexibility and abdominal strength important components of general physical fitness, then, it seems logical that physical educators should be interested in an activity which will help develop these qualities. The type of program to which the students at Pond's Palaestrum are exposed is sorely needed in the elementary and junior high schools of our country. The activity is tumbling and gymnastics. The need is for 10,000 physical educators who believe in and will work toward the slogan: "Sports for fitness as well as fun!"

Join the "ABC"

What is it?

It's the "ANTI-BOOERS' Club."

Booing is unsportsmanlike and should be taboo in all amateur sports, and particularly in all inter- school activities. The individual who "boos," no matter what the provocation, shows:

Disrespect for the players and the officials;

Lack of courtesy due other spectators;

A "win at all costs" attitude;

Lack of understanding of the purpose of school athletics;

And a lack of good sportsmanship and good citizenship.

The booer generally discredits himself, although frequently he also brings discredit on his own team and school. He sits comfortably in the stands entirely removed from any risk of injury or fatigue. He carries as "know it all" attitude. He thinks he knows all the game rules, the technique of coaching, the play strategy, and what every player or official should do under any and all circumstances. He is a "superman" in his own judgment, but a dud in everybody else's. He is a sports public enemy No. 1. And after the game he alibis every defeat and knows exactly what should have been done.

Yes, let's join the "ABC"—the "ANTI-BOOERS' CLUB" and the "ALWAYS BE COURTEOUS" gang.

—Minnesota High School *League Bulletin.*

Rating Coaches

How would a noted former college football coach rate coaches? Not like most fans, in all probability. We read where "Biggie" Munn, in a talk before a Minneapolis club, listed six questions he would ask his son's coach:

1. Does he have a Christian attitude to inspire my son to be a better man? 2. Is he fair? 3. Does he maintain discipline? 4. Does he make the game fun? 5. Is he mindful of the health of his players? 6. Would he ever play an injured player?

This certainly isn't an "easy" rating system, but it differs sharply from the common "games won and lost" appraisal. Some coaches might prefer the won-lost system. Many couldn't make the grade, or keep their jobs, under the Munn query plan.

A Report of Youth Fitness Programs From the Grass Roots

Peter W. Everett and Robert E. McAdam

IN OCTOBER OF 1957, following recommendations made at the first Illinois Governor's Conference on Youth Fitness, Northern Illinois University held its first area conference on youth fitness.

One hundred and thirty persons presenting key positions in varied organizations and agencies in northern Illinois attended the conference. Orientation to the problem was presented in the morning session by Mr. Fred L. Biester, member of the President's Advisory Committee on Youth Fitness; Dr. Donald A. Dukelow, American Medical Association Consultant on Fitness, and Mr. Alex Saudargas, an outstanding coach from Rockford. The afternoon session was centered about five specific areas which represented the positions and interests held by the participants.

Each group discussed the ways and means if improving the youth fitness programs through the agencies which the group members represented. The group leader then presented conclusions in a general meeting which followed the discussions. In the conference summary the participants were challenged to carry-out the ideas developed during the day to the best of their abilities.

A follow-up during July, 1958, of the action taken by the respective participants of the N. I. U. Conference at grass roots level was revealing and encouraging. About seventy-five of the conference guests were, by virtue of their positions within the community or working organization, capable of influencing real changes in program, policy or facilities important to programs of youth fitness. The following excerpts and abstracts of reports from conference participants indicate the growing awareness and reaction to the fitness movement.

A director of The Community Youth Planning Council in DeKalb says,

"We have made arrangements to use public school facilities for many of our programs. In addition, we have interested a woman's organization in giving financial support to a well organized fitness program for grade school girls. Next fall we will start a fitness program for boys."

An executive director of a recreation center in Freeport, Illinois, relates,

"My problem was the presence of 'highly' organized athletic activities which eliminated the less talented youth. The summer programs will introduce 'low' organized recreational activities in order to accommodate the less athletically equipped youth."

Youth advisors of the 4-H Club indicate that there are increasing efforts to stimulate the interest in 4-H Club "Keep Fit Programs" carried on in northern Illinois.

Teachers on the junior high school level through the college level have found ways to join in the march for fitness. Some junior high teachers in Joliet have joined forces with the community recreation director to coordinate the intramural school programs with the community activity programs in order to increase opportunities for participation.

One college professor writes that she has focused attention on this problem through class discussions and assignments, and that graduate students have taken on special projects in specific fitness problems.

The executive director of the Rockford Boys' Club Association writes that physical fitness programs of a special pattern have been newly established in the boys' club there. The program includes wrestling, tumbling and other body coordinating activities which are often over-looked in the regular schedule of activities.

Young Men's Christian Associations in Sterling, Rock Falls, Kewanee and Belvedere, Illinois, have initiated new programs in testing for fitness with an eye for more expert guidance in activities. Through this systematic approach to programing, P. T. A., scout groups and other community organizations are joining in the renaissance of meeting fitness needs.

An architect is now finding a way to construct tennis courts for dual use as ice skating ponds during the winter months.

Expanding facilities for activity programs and the birth of new groups to deal with fitness problems have appeared in Rockford, Joliet, DeKalb and several other towns in northern Illinois.

By far the most encouraging note in the summary of all reports received was that some measure of progress was made.

This is interpreted as a community level receptiveness and readiness to attend to its youth's problems. The question is, are the professional governmental groups prepared and disposed to answer the call from the "grasslands"? The recommendation by the conference members was that authoritative source close to the community should be made available for definition and direction in community youth progrems. Progress is being made.

An Analysis of Possible Predictive Measures For Men Teachers of Physical Education

Ralph H. Johnson and Warren J. Huffman

Introduction

SCHOOL ADMINISTRATORS ARE periodically faced with the problem of teacher selection. Their success at this task determines to a great extent the quality of educational services rendered to the public. Despite adequate preparation and great care in the selection process, some teachers fail every year. They do not successfully adjust to the situation in which they find themselves. In many instances the values and the environmental influence of the community may be responsible for their failures, but one of the contributing factors is the lack of adaptability on the part of the teacher.

Teacher education institutions are responsible for assisting school administrators by selecting and preparing those individuals who show promise of becoming effective teachers. Although much effort has been made to improve original selection and guidance programs in these institutions, there remains much to be done.

There is some agreement on what constitutes a good program;— most specialists agree on the importance of high standards and a continuous program of selection. However, even among specialists, there is divided opinion as to how the program should operate.

Since men applicants for admission to physical education are not effectively screened by the University of Illinois entrance requirements, their worth for professional preparation must be determined after the students are enrolled. As a part of the guidance program all freshmen entering the University of Illinois are given a battery of tests. In addition to those tests given by the Counseling Bureau, the College of Physical Education administers other tests to students entering this college. Three staff members, trained in clinical counseling, devote a part of their time to counseling students and interpreting test results for them.

One of the main difficulties in the clinical approach used at the University of Illinois is the interpretation of the various tests used in the guidance battery. There is some knowledge available from other studies, but there is none which fits the Illinois situation closely. The counselors have depended primarily upon empirical knowledge gained from counseling a great number of students.

Johnson[1] found that physical educators emphasized four factors as being important for the selection of prospective teachers. They were (1) physical education ratings by the high school director of physical education, (2) personality test scores, (3) participation in student affairs, and (4) social and physical competence.

Initial Study

Since personality is considered of prime importance in the selection of prospective teachers of physical education, Huffman[2] studied the inter-relationships between selected measures of personality and the relationships between those measures and efficiency rating as tachers. The graduating class of 1950 of the College of Physical Education at the University of Illinois served as subjects. Of the ninety-six men graduating, seventy-nine completed the tests necessary for the study during their student teaching assignments. A composite criterion of teaching efficiency was employed, consisting of ratings by students in their classes, by their critic teachers, and by their supervisors.

Seven measures of personality were selected for study: (1) body build, (2) intelligence (academic aptitude), (3) values, (4) ascendance-submission, (5) intergration, (6) interests, and (7) sports ability. The measuring instruments used in each of these areas were as follows: (1) reciprocal ponderal index, (2) American Council on Education Psychological Examination, (3) Study of Values, (4) A. S. Reaction Study, (5) Minnesota Multiphasic Personality Inventory, (6) Kuder Preference Record, and (7) the composite mark on eight required physical education activity courses.

Four specific questions were studied:

1. What are the distinguishing characteristics of prospective physical education teachers?
2. What is the relationship between the measures used?
3. What is the relationship between the measures used in the efficiency of the individuals as student teachers?
4. What are the possibilities of developing a

1. Ralph H. Johnson, "A Study of the Present Status of Selection of Men Students for Professional Training in Physical Education," (unpublished Doctor's thesis, Syracuse University, Syracuse, New York, 1948) 228 p.
2. Warren J. Huffman, "Personality Variations Among Men Preparing to Teach Physical Education," (unpublished Doctor's thesis, University of Illinois, Urbana, Illinois, 1951) 148 p.

method of predicting teaching efficiency using the measures studied?

Analysis of the data justified the following conclusions:

1. The prospective education teachers were taller and heavier and had a higher rating on the reciprocal ponderal index than average college students have. This ponderosity was due primarily to well developed musculature, though the age factor contributed to this difference.
2. They were older and more mature than pre-war senior college students.
3. Their academic aptitude was high enough to satisfactorily complete their college work.
4. They were a high energy level group, primarily interested in physical activity as opposed to intellectual, sedentary, or aesthetic pursuits.
5. They had above average ability in a variety of sports activities.
6. They were ascendant and had a tendency to dominate other individuals in face-to-face relationships.
7. They had a high degree of interest in working with and helping other individuals as evidenced by their average rating of ninety-fifth percentile on the *social service scale* of the Kuder Preference Record and the high rating on the *social scale* of the Study of Values.
8. The group was more homogeneous and less variable on most of the sub-measures than other groups used for comparison.
9. The coefficients of correlation between the various personality measures were low. Only a few correlations were high enough to have statistical significance. This fact indicates that of the many factors related to teaching efficiency as measured by the rating scales which were used in this study, no one of them, when taken alone, has a very close relationship to the criterion.
11. On the basis of the data available there seems to be little possibility of developing a prediction equation using these personality measures until a better criterion of teaching efficiency is found. The fact does not mean that these measures should be discarded. Rather, additional attempts should be made to compare these measures with improved measures of teaching efficiency obtained in situations where the teachers have full opportunities to demonstrate their teaching abilities. Final conclusions may be reached when such studies are made.

In the light of the above conclusions, several recommendations were made:

1. Before additional studies of the relationship between personality and teaching efficiency are made, considerable time should be devoted to the establishment of adequate criteria of teaching efficiency.
2. If such criteria can be established, a follow-up study should be made of the students used to ascertain whether the personality characteristics which were observed in this study have any relationship to their effectiveness as teachers.
3. A long-range program of research should be set up with several individuals collaborating. Students from several classes should be followed through from the start of their college training program to several years beyond graduation. All the variables that could possibly be related to teaching efficiency should be included in the study.

Follow-Up Study

Follow-up studies of men graduating from the College of Physical Education of the University of Illinois have been conducted. The class of 1950 was included. Fifty-six (about (70%) of the 79 men of 1950 who participated in the initial study responded. Thirty-nine of these men were still in the teaching profession. Seventeen men were in various other positions.

Since all of these men graduated from the teacher-training curriculum the following questions were asked: (1) Why do some enter and continue in the teaching profession while others do not? (2) Are there significant differences between the personality test scores and student-teaching ratings of those who have remained in teaching and those who have not?

Statistical comparisons of the personality test scores and ratings on student-teaching used in the initial study showed only one variable having a statistical difference. The non-teaching group was significantly higher at the 1% level of confidence on the *economic scale* of the Study of Values. Comparison of the final grade point averages showed that the teaching group was significantly higher at the 5% level of confidence than the non-teaching group. This last information was not available when the statistical analysis of the data in the initial study was made, and was not included as one of the variables.

Additional information derived from the follow-up studies includes:

	Teaching	Non-Teaching
Total	39	17
Advanced Degrees (All Master's)	24	3
Started Physical Education at Illinois	20	11
Started in another College at Illinois	17	6
Started in Physical Education Elsewhere	2	6
Clear Status upon entrance	34	12
Probationary Status upon entrance	5	5
Grade Point Average	3.85	3.58
	38*	12
Average monthly salary	$561	$566

*One on University Fellowship.

It is interesting to note that of the 17 non-teaching men, two were later reported in teaching positions. One is a sports director and television announcer, and another is in professional baseball. Thus a total of 41 are now in work related to undergraduate preparation.

Summary

This study has limitations which should be noted. Of the total number tested in 1949-50, seventy per cent responded to the follow-up study. The differences represented by those responding is a matter of conjecture. However, only two times of all the measures (economic interest and grade point average)

are significantly different in the teaching and non-teaching groups.

The reasons given for leaving teaching or for lack of interest in teaching in most cases were salary limitations or lack of opportunity. However, comparison of salaries of the two groups are not significantly different.

Finally, it may be concluded that the measures used provided very little assistance to the university counselor or the school administrator in recommending or selecting men for teaching positions in the field of physical education.

The Age of Athletic Automation

Walter Kroll

IT WAS BOUND to happen. Society had placed so great an emphasis upon science and research that intensive training programs at all levels were intitiated. The result was an enormous supply of trained scientific personnel. It soon became apparent that there just weren't enough problems around to keep all the scientists busy. The obvious place to dump the excess was in the area most in need of scientific sophistication—athletics. Besides, athletics could afford to pay salaries commensurate with scientific prestige.

The men of science applied their cunning resourcefulness to the solution of the meager problems available in the field of athletics. In a few short years, erudite analysis and astringently designed experiments on strength, speed, physiological and psychological capacities, body types, motivation curves, principles of athletic learning, and the like had resulted in a body of prediction formulas capable of describing the outcome of any athletic endeavor. It was really quite simple. All factors contributing to successful performance had been astutely evaluated, systems and strategies in all game situations had been tested and probability tables constructed, individual ability curves were assessed—all that remained now was the exactness with which partial and complete predictions could be made concerning simple and main effects of any athletic contest.

The athletic contest changed from crude games with uncertain outcomes once prevalent to a striking display of applied science in action. Educational philosophy erased the emotional scarring of personality due to senseless competition by completely eliminating the concept of winning and losing. Nobody was concerned about who won games anymore. What was of utmost importance was how skillfully the respective Head Sport Statisticians (formerly Head Coaches) could use available data and predict outcomes of plays and game scores. Programs no longer carried information about season records in won and lost form but instead a scientific data sheet was compiled. Opposing teams were obiliged to submit such extensive data material to each other at least 48 hours before game time in order to insure proper analysis by opposing head statisticians and other staff personnel.

This scientific mania was also evident in the spectators. All fans were active participants in the contests which was another educational goal by now achieved. Seats were sold in blocks of probability levels . . . with the cheapest seats in the ten per cent level of confidence stands and the best seats in the .01 per cent level of confidence stands. It was great fun to second calculate the predictions made as different game situations presented themselves. Proud fathers patiently explained the finer points of statistical treatment of athletic data to their sons and vehement discussions of newer techniques for treatment of data inevitably broke out in the stands.

In the face of all these scientific advances, however, recruitment of athletes still presented a major problem. Of course players with the best athletic ability were no longer the ones most sought. It wasn't important how good an athlete was, only how consistent his performances were. A half back who could run 100 yards in 9.0 but whose times varied between 8.4 to 9.3 seconds was not as desirable as a half-back whose times were consistently 10.5 seconds. The emphasis in sport training programs was designed to ferret out the most consistent, and not the best, performers. How could anyone make precise predictions with unreliable performers?

On the day of the game there was great excitement. The fans were conveyed into the arena on silent, automatic escalators carrying speed calculators, frictionless slide rules, data sheets, statistical texts and efficiently took their armchairs. The flip of a coin to determine the kick-off had been replaced by referral to a table of random numbers. Terrestrial Physics University won the right to kick off and the whirring of univacs and electronic calculators filled the huge arena. Shortly, the teams tlined up and the scoreboard flashed the distance of the predicted kick. A Thermoneuclear half-back called for a fair catch and the ball was cited on the six-yard line.

A great roar came from the crowd.

"Good Sigmas," groaned a zealous alumni, *"that prediction had an error estimate exceeding ten per cent of the time by chance alone."*

The game went on. Each time a substitute was sent in there was a frenzy of statistical activity in order to feed data competencies into the electronic computers and compile estimates of the new player's effect on over all estimates of the game outcomes.

"I still think a sigmold distribution best describes the results of a quarterback sneak," a father told his son.

"But Daddy," answered the boy, *"that quarterback's power function is positively skewed which necessitates distribution free parameters."*

"Eh . . . that's right, Cyclops. I was just testing your interpretive scope," said the red-faced father.

After the game contestants congratulated each other on their remarkable reliable playing and their scientific treatment of exponent probabilities.

"Attention. Attention, please," droned the loudspeaker. *"Here are the final tabulations: Terrestrial Physics University Composite Error Estimate .005. Thermoneuclear University Composite Error Estimate .012."*

Tumultuous cheering ensued. *"What a sport statistician,"* cheered the fans as they left the stands. *"Ah, you were lucky our univac jammed on the two-yard line,"* retorted others.

Of course, there were still a few old radicals left in the game. Dr. Plaihard of Northeast College was one. He refused to be called anything except "Coach" by his players, and surprisingly enough, was more concerned over who scored the most touchdowns in a game instead of concentrating on exactness of prediction. Nobody liked to play his team. He kept talking about the values of hard physical training, enrichment of personality traits through strenuous exertion, determined effort in the face of predicted overwhelming odds, and other such nonsensical and unpredictable variables. In fact, he was even suspected of giving pep-talks to his players and inspiring them to efforts beyond their statistically established limits!

His training techniques were outlandish. Whereas other responsible personnel made use of electric muscle stimulators for strength development (a multiple bank of action current stimulators which were strapped on selected muscle groups and elicited muscular development without the necessity of exercise), old Plaihard insisted on his players actually performing sit-ups, chins, running wind sprints, and other such abhorred and antiquated regimes. Several societies had gone on record as considering these practices unsafe and deleterious to cerebral and physical concrescence, but as yet no legal suits were initiated. Then too, none of the poor unfortunates in his charge would admit to being vitiated by such practices.

Contests involving his team were sordid nightmares. He took chances and played hunches. On game situations calling for a punt, he pulled trick plays not listed in his data sheets and his players ran unashamedly for touchdowns completely disrupting all statistical analysis trends in effect. Successful alumni, however, had banded together and it was rumored that he would be replaced next season unless he conformed to accepted practices.

And so it was. Athletics had finally achieved the epitome of respect and was in line for official recognition as an applied discipline by the International Federation of Scientific Disciplines. A far cry from the old time stigma of robust individualism and unscientific athletic personnel.

It was bound to happen.

Notes on These Changing Times

- Some offices forces get along like one big family; others are more congenial.
- The red, white and blue mailboxes are a mixed blessing. They simplify life for the man who wants to mail a letter, at the expense of the man who only wants to find a barbershop.
- A good rule for going through life is to keep the heart a little softer than the head.
- Perhaps the reason teenagers know all the answers is that they haven't heard the questions yet.
- If women are so smart, why do they sit down in the movies and then try to take off their coats?

Thinking Out Loud

The grass next door may look greener but it's just as hard to cut.

* * *

He was a wise man who said, "I haven't time to worry—in the daytime I'm too busy, and at night I'm too sleepy."

One nice thing about money — the color never clashes with any outfit you're wearing.

* * *

She's the type of girl for whom men jump into rivers and climb mountains—a woman driver.

Nausea Resulting From Exercise

I. F. Waglow

THE STUDY WAS MADE to determine how many students developed nausea, the nature of the sickness, and to determine if there were any possible contributing factors other than the exertion of a physical fitness test which may have been a factor in bringing about nausea. The physical fitness test consisted of doing push-ups on parallel bars, the number of sit-ups executed in two minutes, and running three hundred yards.

Review of the Literature

Why do people sometimes become very sick and vomit five to ten minutes after strenuous exertion? Steinhaus (p. 93, 1) answers this question in the following way:

> "This is probably a condition similar to mountain sickness. It has been called "sport sickness" and in some way related to the shortness of oxygen experienced by the athlete and to a rapid drop in his blood sugar. It is aggravated by warm weather. It occurs particularly in highly trained athletes and is entirely harmless. There are cases on record of athletes participating successfully in three track events even though they suffered attacks between events."

Jokl (2) makes a comparison between athlete's sickness and vasomotor collapse. He indicates that nausea and vomiting always occur in athlete's sickness and are uncommon in vasomotor sickness.

What about vomiting before, during, and after physical exertion? Teague and Johnson (p. 150, 1) answer this question in the following way:

> "When vomiting occurs before competition, it is usually a nervous reaction. Some great athletes experience this reaction frequently before important contests.
> "Vomiting during and after exercise is usually due to having eaten too much too close to the time of exertion, although occasionally it is thought to be an exertion reaction. There seems to be no evidence that such vomiting is physically injurious—unless, of course, it is a symptom of other difficulty."

Procedure

Two thousand five hundred and eight students were given a physical fitness test. All of these students had been certified by the health service to be medically sound to take the physical fitness test. A questionnaire was administered to all men who developed sickness at the conclusion of taking the test. The instructors asked the members of their classes to complete the questionnaire if they felt ill at the completion of the test. This request was made during the hour that the test was given and at the next class meeting following the test in order to include those who became ill after leaving class.

Approximately 3 per cent, or 69 students, became sick and completed the questionnaire.

Results

Time of Day:

The test was administered every hour on the hour from 9:00 A. M. to 4:00 P. M. Seventy-seven per cent of those who became ill took the test prior to the noon meal.

Time of Eating Before Test:

The time of eating before the test varied considerably. Most of the students who develop sickness ate a short time before the test while there were some who hadn't eaten the day of the test.

Thirty-six per cent of those who became ill had eaten in the hour prior to taking the test. Sixty-six per cent of the group had eaten within a three-hour period before the test, while sixteen per cent had not eaten for sixteen hours prior to the test.

Eating Before Test:

On the date of the test forty-five students ate breakfast and twenty-four students did not eat breakfast. Ten of the students who took the test in the afternoon had eaten dinner and six of the students did not eat dinner. It is interesting to note that one student reported eating a grilled cheese sandwich for breakfast and one other student ate a chocolate bar for breakfast.

Amount of Sleep the Night Before Taking Test:

The range in the number of hours of sleep was from three hours to ten hours. The average amount of sleep the night before the test was 7.0 hours.

Preparation for Test:

A part of each class is usually devoted to the area of organic development with the amount of time varying with each instructor. Fifty-five students, or 80 per cent of the students who completed the questionnaire, felt that they were adequately prepared in class to take the test. Fourteen students, or 20 per cent of the students who became ill, did not feel that they were adequately prepared in class to take the physical fitness test.

Condition of Student the Day of Physical Fitness Test:

Each student was told that he was not to take the physical fitness test if his physical condition was such that it would not permit the student to do his best. However, in completing the questionnaire, 25 students out of the 69 students (or 36 per cent of the group) who reported illness indicated that their

NOTE: The writer is indebted to the staff of the Department of Required Physical Education for their cooperation.

physical condition was such that perhaps they should not have taken the test. Fourteen of the students had a cold, one had a sore throat, five had a cold and sore throat, two were bothered with sinus trouble, two had upset stomachs, and one had diarrhea.

Action at the End of the Run:

Although the students have been instructed to taper off their exercise after running, they violated the instructions and sat down. Fourteen (or 20 per cent) of the 69 students who became sick indicated that they sat down upon completion of the run rather than walking around or keeping moving as they were instructed.

Onset of Nausea or Vomiting:

Thirty-seven (or 54 per cent) of the group reported their sickness as a mild nausea, five (or 7 per cent) of the group reported their sickness as severe nausea, fourteen (or 20 per cent) of the group reported their illness as dry vomiting, and eight (or 12 per cent) of the group lost the contents of their stomach. Five (or 7 per cent) of the group reported feeling dizzy.

Recuperation Time:

The recuperation time varied considerably. It ranged from five minutes to five hours. Forty-eight (or 70 per cent) of the group recovered in 30 minutes or less, and sixty-seven (or 97 per cent) of the group recovered in one hundred and twenty minutes or less.

Physical Activity and Previous Nausea:

Thirty-five (or 51 per cent) of the group had experienced nausea in other types of physical activity and thirty-four (or 49 per cent) of the group experienced nausea for the first time after physical exertion.

Of the thirty-five that experienced nausea previous to the physical fitness test, only five had one other experience of having nausea. Ten students had nausea several times, and four students had nausea many times. Sixteen of the thirty-five did not specify the number of times that they had experienced nausea previous to the physical fitness test.

Sick Enough to Get Medical Attention:

Four out of the 69 (or 6 per cent) reported to the infirmary for medical attention.

Free Expresion as to Possible Causes of Sickness Assuming Test as Exciting Factor:

Forty-three (or 62 per cent) of those who became ill gave reasons why they believed they were sick at the completion of the physical fitness test. The following were the reasons given by the students in response to a question asking them to suggest reasons which might throw light on why they developed nausea or vomiting, assuming that the test was the exciting factor: out of condition, 9; ate too much just prior to test, 4; sick after strenuous exercise, 4; exerted myself to utmost, 3; cold (no wind), 3; no food, no sleep, 2; ought to run more in class, 2; keyed up for competition, 2; not enough sleep, 2; and 300-yard run after sit-ups, 2.

Each of the following reasons was given once as a contributing factor to help bring about illness after the test: corn at dinner, sick before taking test, stomach gives me trouble, should have eaten breakfast, too much beer, not enough sleep, beer before test, chocolate milk before test, took medicine for sinus, and ate candy bar before test.

Student Reaction to Taking Physical Fitness Test:

In response to being asked whether or not the physical fitness test should be discontinued, 58 (or 84 per cent) of those who were sick did not feel that the test should be discontinued. Nine (or 13 per cent) said the test should be discontinued, and 2 (or 3 per cent) of the group were undecided as to whether or not the test should be discontinued.

Free Expression or Comments About the Test:

One student expressed the idea that the test should be made easier and less emphasis placed on it. One suggestion for changing the test was to take the test on two different days. One student felt that he should have had more running in conditioning for the test. One final comment was that it was a fair physical fitness test.

Conclusions

There are many limitations to this study. However, the following conclusions seem justified:

1. Individuals who became sick also had other important factors which contributed to the illness other than the test itself. Some of these factors may have been the nearness of eating to strenuous exercise, inadequate sleep, illness such as colds and sore throat, and other poor health practices.

2. Illness appeared just a short time after the conclusion of the test. A possible help on this would be to require some type of "tapering off" such as continuing to walk for at least a quarter of a mile at the completion of the run.

References

1. Fraley, Lester M., Warren R. Johnson, and Benjamin H. Massey *Physical Education and Healthful Living.* New York: Prentice-Hall, Inc., 1954. 205 pp.

2. Jokl, E., "On Indisposition After Running," *The Research Quarterly,* Vol. 12, No. 1, March, 1941, pp.3-11.

Calisthenics In The Elementary School

James Torpey

PHYSICAL EDUCATORS WHO do not hesitate to endorse the benefits derived from calisthenics strength and gracefulness, are sometimes reluctant to include this in their programs. Most authorities agree that calisthenics is a desirable part of a well rounded program. The problem seems to center around the question, "what manner of calisthenics?" Depending upon the age level calisthenics is called by various names. Regardless of the name, the importance lies in the willingness of the child to participate and the benefits received as a result of participating.

Two types of exercise will be discussed here. One is where all children in the class use the same piece of equipment, a parachute. The other is where each child in the class has one piece of equipment, a bowling pin. The addition of music to these activities is desirable because it helps keep everyone moving together and it makes the activity more fun.

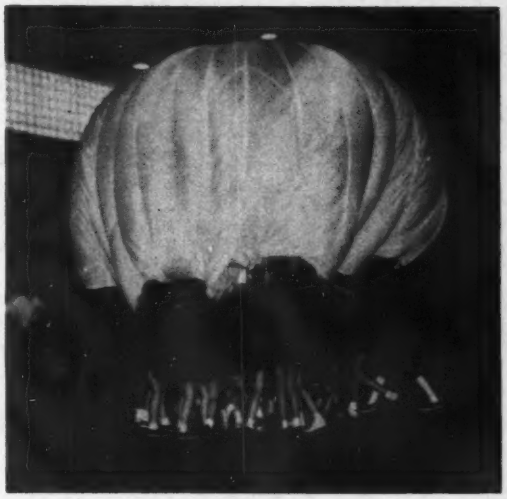
Parachute Activities

I Exercises

1. Hold parachute by right hand and circle left.
2. Hold parachute by left hand and circle right.
3. Hold parachute by both hands, face center and walk left, walk right.
4. Repeat 1-3 skipping, running, duck walk, etc.
5. Hold parachute by right hand, arm straight, and circle left raising and lowering arm on each step.
6. Repeat No. 5 using left hand.
7. Face center with arms straight, chest high, hold parachute in both hands, raise arms over head and then lower to the floor, legs remain stiff.

II Games

1. "Floating the Parachute." Face center with arms straight, waist high, hold parachute in both hands. On command, walk forward, raising arms as you go. (Parachute must be stretched tight before walking.) When parachute begins to descend walk backwards to starting position, lowering arms as you go.
2. "Run Under." While the parachute is "floating" the leader calls two names and the children must run under the parachute, before it descends, and get to the other's position.
3. "Parachute Pool." Face center and hold parachute with both hands. Divide circle in half making two teams. A ball is placed on the parachute and one team attempts to "sink" the ball in the center pocket while the other team moves the parachute to prevent the ball from going in the center pocket. Set a time limit for this game.
4. "Parachute Bowling." Face center and hold parachute with both hands. Bend forward so parachute is about one foot off the floor. The chil dren take turns bowling the ball and attempting to "sink" it in the center pocket.



Floating the Parachute

III Races (outdoor)

1. Small groups of 10 or less. Hold the parachute by one hand and run to finish line.
2. Stretch the parachute out on the grace and race around it.

IV Dances

1. Square dance type
   a. Stand with a partner in the promenade position. Circle left, boy holds parachute with right hand. Circle right, girl holds parachute with left hand.
   b. Face center and hold parachute with both hands. Circle left, circle right, into the center and back.
   c. Partner holds parachute high with both hands, do si do around him. Change places.
2. Folk dance type. "The heel toe polka," "Jolly Is the Miller," and "Put Your Little Foot" have been used successfully with the parachute.

With the proper introduction to parachute activities the children will be very "careful" not to tear the parachute. A period for experimenting is desirable.

Bowling Pin Activities

Position of Attention. Pin held with both hands, arms bending, pin parallel to the floor.

Marching Position. From position of attention *raise pin over head, arms straight.*

Drill One:

1. From position of attention lower pin and return.
2. From position of attention raise pin high and return.
3. From position of attention push pin forward and turn.

Drill Two:

1. Right arm right circle.
2. Left ar left circle.
3. Right arm forward circle.
4. Left arm forward circle.
5. Right arm backward circle.

Drill Three:

1. Pass pin under raised right leg.
2. Pass pin under raised left leg.
3. Pass pin around behind body.

The parachute activities are especially good for the lower grades because the class must work together if the stunts are to succeed. Bowling pin exercises have unlimited possibilities; duo activities, group activities, and all school drills have been used successfully. Most bowling lanes have used pins which may be had for the asking. The parachutes are available at most war surplus outlets for a reasonable price.

Basketball Skill Test

Harold M. Barrow

IN ATHLETICS AND physical education we are constantly seeking better means of evaluation. Objective measurement, when it is feasible, should be used either as the primary method of appraisal, or as a supplement to subjective judgment and rating devies.

Basketball is a comparatively complex activity and requires considerable skill and coordination for playing the game acceptably well. No test or battery of tests is ever an adequate substitute for the game itself. However, it is sometimes difficult in large groups to determine playing ability through subjective opinion. Even when skill is fairly and accurately rated through subjective techniques, there is frequently need for something more concrete and tangible in order to justify the rating to the player.

A skill test to be most useful should have several purposes. Measuring status and achievement of course is of primary concern. A skill test may be administered to a group at the beginning of a period of training to *determine status* and then administered at desired intervals during the period to *determine progress*. Another administration may be used at the end of the period for purposes of *grading*. Another purpose of a good test is *motivation*. The test items should be of sufficient interest to stimulate the players to greater effort and performance. Still another purpose of skill testing is to provide for *practice on fundamental skills*. The test items to be of most benefit should permit practice in those particular fundamentals which are being tested. A sixth use of tests is *guidance*. It is possible through testing to diagnose strengths and weaknesses thus making it possible to prescribe drills in the correction of these weaknesses. *Classification,* too, is another purpose of testing. Testing scores may be used to divide players into ability groups.

The following skill test in basketball meets most of these criteria. It can measure status and achievement, it is highly motivating, the items may be practiced as drills, the results may be useful in prescribing activity, and groups may be classified on the basis of norms.[1]

Norms may be determined as follows: All scores of the 1.5 standard deviation or more above the mean indicate "Excellent." Scores of between plus 1.5 standard deviation and .5 standard deviation of the mean indicate "Good." Scores between plus .5 standard deviation and minus .5 standard deviation of the mean indicate "Average." Scores between minus .5 standard deviation and minus 1.5 standard deviation of the means indicate "Poor." Scores of minus 1.5 standard deviation and below indicate "Inferior."

TEST ADMINISTRATION

Wall Pass

Material and equipment needed: Stop watch, regulation basketballs properly inflated, and a gymnasium wall free from obstructions with a line drawn nine feet from the base of the wall.
Administrative procedure: The player stands with his feet behind the restraining line. He passes the ball against the wall as many times as possible in 15 seconds. He must use either the two handed or one handed push pass.
Scoring: The final score is the number of times he hits the wall in the allotted time of 15 seconds.

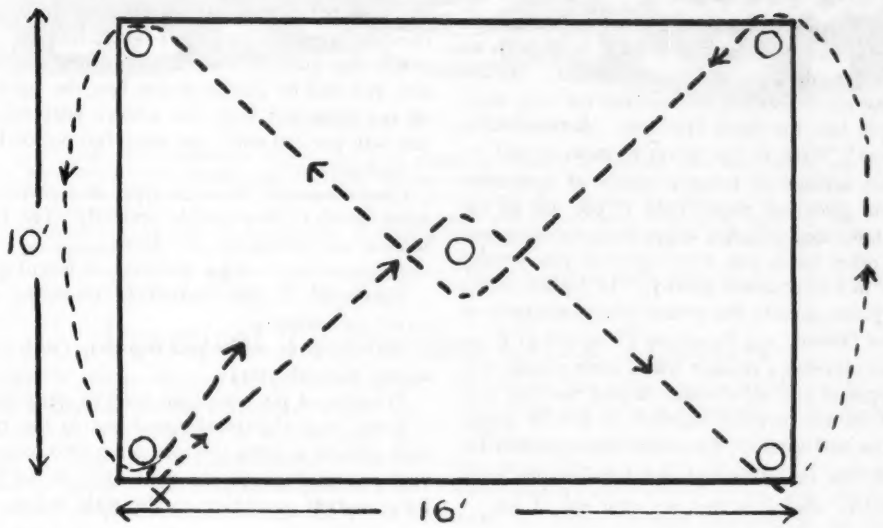
Baskets per Half Minute

Materials and equipment needed: Stop watch, regulation basketballs properly inflated, and basketball goals.
Administrative procedure: The player stands with the ball in his hands directly beneath the basket or near the basket. On the signal to start, he throws the ball through the basket as many times as possible in 30 seconds. He may use any method of shooting and he may jump as high as he wishes on shots.
Scoring: The final score is the number of baskets made in the 30 second period.

Zigzag Dribble:

Materials and equipment needed: Stop watch, regulation basketballs, five volleyball standards (chairs will serve the same purpose if standards

are not available), and a course laid out on the floor as follows with the standards in place:



Basketball Skill Test

Administrative procedure: Explanation and demonstration should precede trial. The player starts at point X on the chart. He dribbles the basketball on the course following the dotted lines and completes the circuit twice. The watch is stopped when he reaches point X at the end of the second round.

Scoring: The final score is elopsed time to the nearest tenth of a second which is required to complete the two laps.

1. For T-scores and norms contact the author.

Some Thoughts

DRIVE CAREFULLY
Our children may be disobeying us.

* * *

A Houston tycoon rushed to the airport and demanded a ticket in a hurry.

"Where to, Sir?" asked the agent.

"Anywhere, son" the Texan replied, "I've got business all over."—*Moline.*

* * *

He who loses his head is usually the last one to miss it.—*Potage Park.*

Then, there was the Texan who bought his son a chemistry outfit for Christmas—the DuPont Company.

* * *

Man was made before woman, and perhaps the reason was to give him time to think up some answers to her first questions.

* * *

A Hollywood Kiwanian writes about a gal out there who got ride of 200 pounds of ugly fat. Seems she divorced her husband.

How Do You Rate Yourself Recreationally?

Earle F. Zeigler

THIS SIMPLE TEST will help you answer this question for yourself. Our approach is based on the idea that a well-rounded person has many different opportunities to enjoy himself.

Despite the dire predictions for our future because of Sputnik, it is possible that we are faced with an even greater danger—misuse of leisure. History shows that no civilization has survived for long when the people had too much free time. Automation is on its way! What is this going to mean to us?

We are accused of being a nation of spectators. This quiz gives you more credit if you are an extremely interested onlooker rather than a passive one. On the other hand, you rate higher if you actually take part in a recreational activity. The highest rating of four points goes to the person who participates in a superior fashion.

Can we develop a country where most people will find happiness and satisfaction despite the fact that many of us are crowded together in heavily populated cities and towns? To answer this question intelligently for ourselves and our families, we must ask ourselves what it is that we want out of life.

Possible Goals

Some would say pleasure, knowledge, and prestige, while others would stress creativity, adventure, and sound health. A third group might wish for desirable personality traits, a religious faith, and the capacity to profit from a life-long education. If you decide this question for yourself before you take this test, you will be able to decide how the right choice of recreation can help you achieve your values. In this way you can *really* get more fun out of life!

Instructions:

Grade yourself for each type of recreational interest in which you qualify presently. The types of interest and scores are as follows:

Passive—1 pt.—enjoy watching or listening

Emotional—2 pts.—extremely interested as observer or listener

Active—3 pts.—take part regularly (such as, twice weekly through year)

Creative—4 pts.—superior level of participation

Bring your individual scores out to the right of each column to get a sub-total from zero to ten. Add your sub-totals to get the final score at the bottom. Rate yourself according to the scale below.

Type of Recreational Interest	*Passive* (1 pt.)	*Emotional* (2 pt.)	*Active* (3 pts.)	*Creative* 4 pts.)	*Sub-Total*
Physical (e. g., tennis, golf, or other sport)					
Social (e. g., family recreation, social club, et.)					
Communicative (e. g., listening, discussion group, novel writing, etc.)					
Creative and Aesthetic (e. g., oil painting, sculpturing, music, etc.)					
Intellectual (Hobbies) (e. g., astronomy, coin-collecting, etc.)					

Self-Evaluation Scale Total Score.....

55-35 pts. — Outstanding..... your potential and status seem outstanding, but perhaps you should devote more time to your job or to relaxation.

34-24 pts. — Above Average..... you seem to have achieved a balance between work and play.

23-14 pts. — Average..... your score indicates a fair status, but you may be one-sided or you may not have enough depth at anything.

13- 6 pts. — Below Average..... you are missing some of the good things life has to offer.

5- 0 pts. — Poor..... Wake up and live!

Edited by R. L. Wickstrom

Note: The purpose of this section is to present a summary of various procedures which are being utilized in contemporary education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program of physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to R. L. Wickstrom, University of Wichita, Wichita, Kansas.

Practical Techniques Using Transfer

IN ORDER TO be an effective teacher one must be alert constantly for possible techniques which will aid in improving instruction. The teacher must use everything of value that is available and when the need arises be inventive and create new devices. During his period of professional training the physical education teacher is exposed to many methods which seem to be too theoretical to be of practical value. Some methods are not served up with ready-made applications but the resourceful teacher should be able to find practical ways to use any teaching technique that has merit. This section is concerned with two, often by-passed, teaching techniques which have considerable value.

Transfer of Training

The Doctrine of Transfer is a phenomenon in learning where there is a transfer of elements from a situation in which learning has occurred to a new learning situation. Transfer of training seems to be almost directly related to the number of elements common to the old and the new learning situations. In physical education this law of learning is applicable to the teaching of physical skills and concomitant elements. Let us be concerned now only with the teaching of skills.

How does one apply this principle in teaching physical activities? A thorough knowledge of physical activities is a prerequisite. The physical education teacher should have a sound background in the anlysis of motor skills and be familiar with the elements which compose each sport skill. He should understand the mechanical principles employed in each movement of a skill. This knowledge is helpful in identifying the relationship which exists between sport skills and as basic to transfer of training.

There is a possible transfer of skill from one situation to another when the conditions of common elements and common mechanics are met. For example there are many common elements in all throwing movements. The teacher could explain that throwing a forward pass in football is like an overhand throw in baseball or softball. Following the stated relationship would be an identification and demonstration of the common elements and the differences. The demonstration actually shows the student where the two skills are similar and enhances transfer. Verbalization without demonstration is not so satisfactory as the two combined.

Effective transfer of training is predicated upon the development of competency in the fundamental skills of throwing, catching, striking, kicking, climbing and running. Transfer of training can occur not only from a fundamental skill to a sport skill but also from one sport skill to another sport skill. This teaching technique is more useful as new skills are added to the child's background; it is a function of experience. If the child has not been taught the fundamental movements according to good form based upon proper mechanics, there will be a transfer of incorrect movements and poor performance may be perpetuated. (This is a cogent cry for careful and purposeful teaching of basic skills on the elementary school level.)

The experienced teacher knows that most of the sports involve skills that simply are modified fundamental skills adapted to use in a particular sport. Some familiar skills classified according to similar

elements are as follows:

Throwing motion

- Baseball throw
- One-hand overhand basketball pass
- Volleyball spike
- Football forward pass
- Badminton smash shot
- Tennis serve
- Overhand volleyball serve

Tossing motion

- Softball pitch
- Bowling
- Underhand volleyball serve
- Shuffleboard
- Badminton serve
- Deck tennis toss
- Handball serve and underhand smash
- Underhand volleyball hit

Striking

- Baseball batting
- Forehand and backhand strokes in tennis
- Forehand and backhand strokes in badminton

The fundamental skill really is the common denominator for the entire category of like sport skills, and reference can be made to it each time there is an opportunity for transfer of the common elements to a new skill. When giving instructions on the correct form for serving in tennis, the instructor may say, "This movement is essentially like the overhand throw in baseball." A demonstration of the overhand throw and a demonstration of the overhand throwing motion with the tennis racket in the throwing hand will illustrate the similarity of movements. Likewise, the instructor when teaching the overhand serve in volleyball could say, "The overhand serve in volleyball is just like the overhand throw." The overhand throw is known to nearly everyone past the primary grades in school and can be used as the reference point in transfer. If tennis instruction has preceded volleyball instruction, the transfer of movements can be made from the tennis serve to the overhand volleyball serve. But transfer cannot be made unless the skill which is being transferred is well known to the student. The more thoroughly the basic skill has been learned the more effective will be the carryover in learning a new one.

Transfer of Ideas

In presenting a new skill or in making corrections for errors in performance, the instructor must create a clear picture in the mind of the student. It is not always possible to demonstrate how one skill is like another one that the student already knows. The teacher must then call upon an idea that illustrates the desired movement. Again this is a type of transfer but the transfer is of an idea from the experience of the child that is similar to the idea involved in the performance of the skill being taught. A common phrase often is descriptive enough to convey the idea related to the learning of a physical skill. In doing the forward roll in tumbling children are frequently instructed to roll" like a ball." If the forward roll is started from the semi-squat position the movement is "like rolling down a hill." Toe-touching movements are taught using the phrases "keep your *knees locked*," or "keep your legs as straight and as *stiff as a board*." Which phrase or idea is the more effective for creating the proper mental picture for the child can be determined only by the response of the child.

In teaching the standing broad jump the arm swing is of great importance. Instructions require the arms to be swung forward and upward vigorously. The word "vigorously" may not be descriptive enough to elicit the desired response. Other words must be brought forth to create the idea of the proper movement. What are some possible words and phrases that can transfer to this situation? The teacher might use "as hard as you can," or "like you are throwing your arms to the other end of the gym," or "whip your arms up and out." Each idea is a bit different and may transfer enough to produce the desired result. The one indispensable requirement of this type of transfer is that the idea used must be within the experience of the child in order to be meaningful. A teacher may prepare himself for the difficulties which he may encounter in teaching new skill by analyzing the skill and then answering the question, *What is each movement like.*

Mimetic Drills

Currently the mimetic type drill is not embraced by physical educators with much enthusiasm. Historically this drill was a class procedure in which the students imitated the movements of the instructor almost to the exclusion of other forms of methodology. This procedure seems dull and in fact *was* dull. Hence, it was almost entirely abandoned.

A review of mimetic activities reveals some valuable aspects which can enhance teaching. If the term *mimetic* is not taken literally it can be interpreted to mean an "imitation of the teacher's *instructions*." The procedure in mimetic drill is to have the entire class go through the movements of a skill described by the instructor. In most instances this is done without equipment although striking implements such as bats, rackets, or golf clubs are permitted. The piece of equipment which is struck or thrown in the actual skill is *not* used. It is sometimes advisable for the instructor to do the movements with the class at the beginning of the drill but is not always necessary. If the movement is new and unrelated to any other type of activity in which the students have participated, imitation of the instructor produces better results.

The formation ordinarily used for mimetic drills is a single line semi-circle facing the instructor. With large classes a double line semi-circle formation with the positions staggered may be used. The formation utilized must give the instructor full view of the class or it falls short of effectiveness.

Values of Mimetic Drills

1. Class time is saved because gross errors are discovered at the earliest possible time. The instructor can check and ascertain whether the instructions have been adequate before regular participation in the skill begins.
2. A greater amount of practice per pupil is available, especially when there is less than the optimum amount of equipment
3. It fixes the idea of the skill in the mind of the performer before he begins to use it in actual practice.
4. A kinesthetic feeling for the skill may be acquired. The student can concentrate on correct form rather than hitting an object. There are fewer things to concentrate on when mimetic drills are used.

Many of the skills commonly taught in the physical education program fit into the pattern required by the mimetic drill.

Volleyball
- Underhand serve
- Overhand serve
- Chest pass
- Underhand closed hand hit

Softball
- Batting
- Fielding ground balls to the right and left

Tennis
- Serve
- Forehand stroke
- Backhand stroke
- Volley

Badminton
- Serve
- Smash
- High clear
- Lob
- Drive

Golf
- Swing (whole or parts)
- Putt

Basketball
- Shooting
- Passing

Touch Football
- Punting
- Passing

Archery
- Drawing
- Releasing

Bowling
- Approach
- Release

Canoeing
- Strokes

Soccer
- Punting
- Sidekick
- Instep kick
- Trapping

Weight training
- Exercises without weights
- Centering
- Catching

Virtually every activity taught in physical education has some skill which will lend itself to initial instruction using the mimetic type drill.

COLLEGE PHYSICAL EDUCATION ASSOCIATION
Report of Committee on Resolutions

1. WHEREAS, the administration of some programs of games, sports, and the dance in our schools and colleges has been sufficiently imperfect as to produce condemnation from educational and lay sources, and
   WHEREAS, these criticisms of the program in a few institutions do not reflect the practices in all our schools and colleges,
   BE IT THEREFORE RESOLVED
   THAT, the College Physical Education Association reaffirm its confidence in the educational values of games, sports and the dance in the light of the best purposes of American education;
2. WHEREAS, interschool sport in some places has been stigmatized by corruption, bribery, fraud, poor sportsmanship and other undesirable incidents detrimental to sport, and
   WHEREAS. these incidents have tended to give interschool athletic competition a bad name before the American public, and
   WHEREAS. such incidents are for the most part preventable through able and constructive leadership, therefore
   BE IT RESOLVED
   That the College Physical Education Association reaffirm its platform which calls upon all school and college administrators to secure properly qualified personnel to teach, coach and a dminister these programs, and
   BE IT FURTHER RESOLVED
   THAT the membership of the College Physical Education do everything possible nationally and locally to restore athletics as a wholesome and desirable education experience.

Short Shorts

Nothing is "opened by mistake" more often than the mouth.

* * *

Caution — Plug in brain before starting mouth.

* * *

Cut the idle conversation and you will become a man of few words.

* * *

It's better to try and fail than to say it can't be done.

Edited by C. O. Jackson

YMCA Physical Education in Canada

Stratton F. Caldwell

THE YOUNG MEN'S Christian Association is a world wide fellowship of people united by a common loyalty to Jesus Christ for the purpose of building Christian personality and a Christian society. Each Y. M. C. A. has complete autonomy, the policy and management is controlled by its directors while the planning is done by committees and the program is offered through clubs, groups and classes. Y. M. C. A secretaries are professionally trained career persons engaged to implement the wishes of the members.

Each association, while maintaining its complete local autonomy, is a member of the National Council of Y. M. C. A.'s of Canada. With this membership they are able to share in developing national policies and benefit from the services of the specialists on the staff of the National Council.

The physical education specialist at the national level in the Canadian Y. M. C. A. movement is J. Wes McVicar, Secretary, Physical Education Department. Mr. McVicar, in cooperation with his National Physical Education Committee, develops and administers a program of services useful to each association in Canada through correspondence, publication of a monthly physical education newspaper (The Clipper), personal contact with Y. M. C. A. physical directors, volunteer leaders and physical education committee members, visitations to local associations and the distribution of vital physical education literature.

Within each Y. M. C. A. will usually be found a physical education department with a certified specialist serving as the physical director. In some associations with limited facilities and personnel, a specialist in the boys' work area will be requested to administer some phases of the physical education program.

The Y. M. C. A. physical director will usually be a graduate of George Williams College (Chicago, Illinois) or Springfield College (Massachusetts). There are no institutions in Canada designed specifically to prepare a young man for a career in Y. M. C. A. physical education. Physical education graduates from other colleges in the United States or Canada entering Y. M. C. A. work without a background in areas essential to the profession, are required to meet a 30 semester hour requirement in professional courses (in six basic areas) before meeting professional standards for the Y. M. C. A. secretaryship.

Objectives

Physical directors design their programs to meet the needs and interests of members. As a result, the scope and content of physical education programs will depend on the environmental location of the association, background of members, extent of volunteer help, existing equipment, facilities and the dedication and interest of the physical director to his job. Programs will vary widely from province to province and city to city. Within each association, however, the program is designed to fulfill the stated purpose of the Y. M. C. A. through the media of physical education activity. This purpose is achieved through the attainment of objectives acceptable to association physical education departments. Necessary objects for a physical department are:

1. The development and maintenance of health and fitness.
2. The learning of skills which are of value in our democratic society
3. The opportunity to develop leadership skills which association members possess.
4. The creation of a friendly atmosphere where wholesome fun may result.
5. The opportunity to develop sportsmanship, character and a general philosophy in harmony with the Christian way of life.

To aid in the formulation of an acceptable department philosophy and methods of solving problems of budget, facilities, equipment, program, supervision and personnel, each physical director works in cooperation with a committee of lay persons vitally

*Mr. Caldwell, University of California, was formerly the director at the Saskatchewan, Canada Y. M. C. A.

interested in the physical education department. Membership of the committee will depend on association size, extent of the program, interest of the members and the physical director. Committee members will often be intimately associated with some aspect of recreation, health education, physical education, medicine or athletics. Representatives from secondary school or university departments of physical education, the Canadian Red Cross, the medical profession, the Amateur Athletic Union of Canada and the Canadian Association for Health, Physical Education and Recreation will be numbered among committee members.

Counseling

Physical education committees and physical directors endeavor to determine needs of interests of association members through:

1. Physical examinations
2. Physical fitness tests.
3. Membership records indicating progress of the individual in specific activities.
4. Personal interviews
5. Application forms indicating interests

As a result of continuous research and trial and error experience through local associations, the National Physical Education Committee has developed a broad National Physical Education Platform to aid local associations in establishing sound programs based on principles of physiology, psychology, sociology and child growth and development.

The broad fundamental areas of Canadian Y. M. C. A. health and physical education programs may be classified as:

1. A Graded Program of Physical Activities
2. Leadership Training
3. Aquatics
4. Competitive Sports
5. Health Education

A Graded Program of Physical Activities

A program of physical activities is: established for members at all age levels, progresses from fundamental to advanced skills, varies with the season of the year, provides for the development of physical fitness (strength, flexibility, endurance), provides for recreational skills, contains a mass physical education program and special interest programs and offers a variety of club experiences (badminton, judo, wrestling, fencing) for members.

Leadership Training

A Leaders' Corps is "the right arm of the Pysical Department." This statement is often heard in the Y. M. C. A. The depth and scope of the physical education program can be extended tremendously if individuals are trained for effective leadership within the department by the phyaical director. Volunteer leaders can direct special interest groups, organized clubs, classes or any group in which their leadership potential may be enriched or expanded.

The Champs

The National Y. M. C. A. Leaders' Corps Program is divided according to three age groups: Junior Leaders (12 to 14 years), Intermediate Leaders (15 to 17 years) and Senior Leaders (18 years and above). Leaders' Corps are registered with the National Council but membership in any corps is contingent upon standards established by local associations.

Aquatics

The Y. M. C. A. aquatic program provides for the development of water skills at three levels. Beginners are taught fundamentals of movement through the water. Intermediate swimmers learn the five basic swimming strokes, individual water skills and stunts, diving and fundamentals of competitive swimming. At the advanced level, members are able to develop skills of competitive swimming and living, life saving, synchronized swimming and skin diving. Individuals are also trained to become certified Y. M. C. A. examiners and instructors.

Competitive Sports

The Y. M. C. A. visualizes the position of competitive sports in the total program as comparable to the top of a pyramid built upon a wide and firm foundation of basic physical activities of interest and value to the majority of association members. Emphasis is placed on group participation in the form of house leagues and church leagues. A high degree

of skill level and stress on winning at any cost are not compatible with Y. M. C. A. philosophy regarding competitive sports.

Health Education

Local associations are constantly evaluating the health education program for more effective means of promoting desirable health practices and disseminating health knowledge to all members. Methods of increasing health awareness used in associations are: physical examinations and follow-ups, physical fitness testing, guidance and counselling, health service departments, issuing health literature and special classes or courses in interest areas (family life education, narcotics, alcohol).

Evaluation

To aid in the evaluation of Y. M. C. A. Physical Departments, the National Council issues a nine-page appraisal form separated into seven broad divisions. Each area is composed of numerous categorized statements with a point value following each item, denoting optimal quality. Associations evaluate their physical departments against the national standards and forward the report to the National Secretary. During winter and spring of each year, the National Secretary appraises the physical department of each Y. M. C. A. in comparison with other associations of comparable size and membership. Each Y. M. C. A. is evaluated in six areas (Leaders, Swimming, Life Saving, Athletics and Gym, Reports and Participation) based on information secured from the annual report of the local association, the national appraisal form and individual reports forwarded during the year. This method of evaluation permits each physical director to assess the strength and weakness of basic program areas.

A Problem

Y. M. C. A. physical educators, like public school and university personnel, are plagued by professional problems. A major problem confronting the Y. M. C. A. is personnel. An opinion poll of Canadian Y. M. C. A. secretaries regarding professional concerns disclosed the following reasons for a change of position: increased salary (most frequently mentioned), greater opportunity, personal advancement, family reasons, to study, change type of work, change of position (program to administration).

Canadian Y. M. C. A. secretaries have likes and dislikes familiar to all educators. The major dissatisfactions in Y. M. C. A. work are: the relatively low salary scale, the long, irregular hours and advancement and transfer opportunities. Y. M. C. A. secretaries are most attracted to association work because of: the opportunity to serve individuals and groups in important and significant ways, the opportunities to meet, organize and work with people and the freedom and variety which Y. M. C. A. work provides.

Y. M. C. A physical educators in Canada are men dedicated to their profession because the Y. M. C. A. issues a challenge to serve and direct youth and adults in a Christian manner within a democratic society.

The author has used extensively, material prepared by the Physical Education Committee of the National Council of Y. M. C. A.'s of Canada, *A National Physical Education Program for the Y. M. C. A.'s of Canada,* in preparation of this article.

The way our smart kids operate now, that speaker at Kiwanis told us, they could succeed in blowing up the world. "They'll have to hurry," shouted Wes Knorpp, "if they want to get credit for it."

Little ladies may be born, but little gentlemen are hewn,
like monuments, out of solid resistance.

Youth Fitness Week Slated

President Eisenhower has proclaimed the week beginning May 3 as National Youth Fitness Week.

He said youth fitness is the foundation of the continuing strength and well-being of the American people.

Edited by Harry Grabner

THE JOHNSON'S, transplanted Washingtonians, were tutored in calling, teaching and leadership by Mrs. Blythe House, then of Pullman. They credit whatever ability and skill they demonstrate, which is quite a lot, to Mrs. House's splendid teaching tactics. Billy and Alyce also absorbed, by dancing with Lee Katke of Spokane, as many of Lee's technical skills in teaching and styling as they could. They have visited and danced many times with Frank and Carolyn Hamilton and worked under the Hamiltons' leadership in 1957 at Dance-A-Cade Institute, Annapolis, Maryland.

Each fall the Johnsons conduct round dance classes, one at the Wheatland Square Dance Center, near Plainfield; one at the S Bar B Square Dance Ranch in Blue Island, Illinois. These classes operate under the gimmick name of "Roundamentals." They also lead a dance club called the W and Q's or Waltz and Quadrilles.

BUZZ'S MIXER (Windsor, Pretty Girl Dressed in Blue)

Partners facing, Right hand to Right hand
Footwork opposite throughout, M starts L foot.
You shuffle in and shuffle out
And Box, the Gnat just half about
Now shuffle in and shuffle out
Now Box the Gnat and slide
It's Slide—2—3—Clap
Now swing that lady round and round
Promenade this lady fair
Flip 'em in, the pretty one in
Keep on promenading around
Girls turn back on the inside track
—Swing her—any old girl—
(This call can be inserted any time during an 8 measure time—be sure to leave enough time to permit dancers to get set for beginning of mixer.)
Face your partners—here we go—
(—Repeat—)

SUSIE MIXER (Sherry and Manning Smith)

Record: Decca 29673 "If You Knew Susie"
Position: Open, facing LOD, inside hands joined
Footwork: Opposite throughout

Measure

1 - 4 WALK, 2, 3, FACE; SIDE, CLOSE; SIDE STEP/STEP;
In open pos with inside hands joined dance fwd LRLR; face partner and join both hands and step to side in LOD on L, close R to L; step again to side on L, do two quick steps R/L in place as you turn R-face to face RLOD with M's L and W's R hands joined.

5 - 8—WALK, 2; 3, FACE; SIDE, CLOSE; SIDE, STEP/STEP;
Repeat meas 1-4 in RLOD starting fwd on M's R foot.

9 - 12 STAR L, 2; 3, 4; BACK AWAY, 2; 3, STEP/STEP;
With L forearm grasp turn partner one full turn with LRLR; release partner and back away from each other with LRL and do two quick steps in place R/L.

13 - 16 DO-SA-DO, 2; 3, 4; 5, 6; 7, STEP/STEP;
Face slightly to the right twd a new partner and starting on R do a do-sa-do around her (R shoulders) move to right back to back, and back up twd center of hall with a RLRLRLR, STEP/STEP. End in open dance pos with a new partner, facing LOD with inside hands joined ready to repeat dance from beginning.

Title: YOU CAN'T GET LOVIN'
Record: "You Can't Get Lovin'" Dot 15619
Position: Closed, M facing wall
Footwork: Opposite throughout
Originated by Bill and Alyce Johnson, Clarendon Hills, Ill.

Measures

INTRO: Wait 4 measures

1 - 2 SIDE, BEHIND, SIDE, BEHIND; PIVOT, —, STEP, —;
In closed pos, M facing wall, M steps L to side in LOD, R behind L, L to side, R behind L; both make ¾ L-face turn in 2 steps starting the turn in closed pos, M steping L first with small step changing sides with partner and taking a longer step bkwd down LOD on the 2nd step, end in banjo pos M facing RLOD (W takes longer first step on R changing sides with partner and a smaller step L to finish her pivot).

3 - 4 TWO-STEP; TWO-STEP;
Retaining banjo pos, two two-steps down LOD (M backing up and leading back L on first two-step, W fwd R).

5 - 6 BANJO AROUND, —, 2, —; TWIRL, —, 2, —;
Beginning 5th meas in banjo pos M steps slightly back L down LOD making ¼ R-face turn to face COH while W steps fwd R in LOD beginning R-face turn, on 2nd step both walk around as couple to end partners more or less facing each other, M's back to COH, M's L and W's R hands joined; W twirl R-face under M's L hand with two steps as M walks beside her; end in closed pos.

7 - 8 TWO-STEP; TWO-STEP;
Two R-face turning two-steps, end in semi-closed pos facing LOD.

9 - 10 WALK, —, WALK, —; CUT, ROCK BACK, STEP FORWARD, —;
In semi-closed pos walk fwd in LOD two steps (M steps L, R); cut L in front of R, rock back on R, step fwd on L.

11 - 12 REPEAT meas 9-10 starting M's R and W's L.

13 - 14 ROLL, —, 2, —; SIDE, STEP, STEP, —;
M turn L-face, W R-face and progressing LODfi roll with two steps (M L. R) end facing partner both hands joined with M's back to COH; one two-step to M's L in LOD.

15 - 16 Repeat 13-14 using opposite footwork and progressing down RLOD. End in closed pos M facing wall.
DANCE IS REPEATED 4 TIMES.
ENDING: REPEAT meas 1 (SIDE, BEHIND, SIDE, BEHIND) then BAL L, —, BAL R, —; W turns R-face under M's L hand with two steps; change hands with partner (M's R and W's L); acknowledge.

popular fwd "Stroll" step — step fwd on L, HIND, STEP, —; This is the currently L to R, step fwd on R.

5 - 8 REPEAT meas 1-4, SEQUENCE A.

Recerd: "Walking and Whistling" Columbia 4-40991

Position: Escort pos, facing LOD (CCW around circle) with inside arms inter-locked.

9 - 10 STEP, BEHIND, STEP, —; STEP, BE-

Footwork: Identical throughout, both start L

Originated by "Doc" and Irene Heimbach, Blue Island, Ill.

Measures

INTRO: Wait 4 meas.

SEQUENCE A

1 - 2 WALK, 2, 3, BRUSH; WALK, 2, BRUSH;
Step fwd on L, step fwd on R, step fwd on L, brush fwd with R; step fwd on R, step fwd on L, step fwd on R, brush with L.

3 - 4 STEP, CLOSE, BACK, —; BACK, CLOSE, FORWARD, —; Step fwd on L, close R to L, step bkwd on L; step bkwd on R, close

Title: WALKING TO THE WHISTLER
step on R behind and to the L of L ft, step fwd on L; step fwd on R ft, step on L ft behind and to the R of R ft, step fwd on R ft; this movement progresses fwd in LOD.

11 - 12 WALK, —, WALK, —; WALK, —, WALK, —; Four slow walking steps fwd LRLR.

13 - 14 REPEAT meas 9-10 SEQUENCE A.

15 - 16 TURN, —, 2, —; 3, —, 4, —; Both turn L individually in 4 slow walking steps starting with I, end facing LOD and assume Varsouviana pos.

SEQUENCE B

1 - 2 WALK, 2, 3, BRUSH; WALK, 2, 3, BRUSH/TURN; In varsouviana pos facing LOD, step fwd on L, step fwd on R, step fwd on L, brush fwd with R; step fwd R, fwd L, fwd R, brush L at same time both make ¼ R-face turn to face wall retaining varsouviana pos.

3 - 4 SIDE, CLOSE, CROSS, —; SIDE, CLOSE, CROSS, TURN: Step to L on L (LOD), close R to L, step L in front of and across R (RLOD); both step to R on R (RLOD), close L to R, step R in front of and across L (LOD), both make ¼ L-face turn to again face LOD retaining varsouviana pos.

5 - 8 REPEAT meas 1-4, SEQUENCE B.

9 - 10 STAR/L, TWO-STEP, BRUSH; AROUND

TWO-STEP, BRUSH/TURN; Drop joined R hands but retain joined L hands, then both starting L, M does one 2-step and brush in place while W does one 2-step and brush around and away from partner; both starting R partners execute another 2-step and brush around in this L hand star pos ending with both executing a ½ L-face turn as they drop joined L hands & join R hands.

11 - 12 STAR/R TWO-STEP, BRUSH; AROUND TWO-STEP, BRUSH; In R hand star pos starting L execute two 2-steps and brush sequences around each other, end M facing LOD and W facing RLOD, M on inside.

13 - 14 SIDE, CROSS, SIDE, SWING; BACK, CROSS, SIDE, TOUCH/FACE; Starting L grapevine away from each other (M twd COH, W twd wall); another grapevine back turning to face partner on end of meas 14.

15 - 16 BOX GNAT, 2, 3, TOUCH; BOX FLEA, 2, 3, TOUCH/TURN: Box the Gnat LRI; immediately changing hands box the flea RLR tch L to R and both turn to face LOD and resume escort pos.

DANCE THROUGH TWICE — TAG: 8 meas USE DANCE MEAS 9-16 SEQ A, end with bow.

Title: TAMMY
Record: SIO X3105A
Position: Closed, M's back to COH
Footwork: Opposite, directions for M
Originated by Manning and Nita Smith, College Station, Texas

Measures

1 - 4 BAL BWD; MANEUVER WALTZ: WALTZ; WALTZ;
Bal bwd on L, touch R beside L, hold 1 ct; starting fwd on R manuv in three steps (one waltz meas) to end with M's back to LOD; starting bwd on L do two R-face turning waltzes making ¾ CW turn to end with M's back to COH in closed pos.

5 - 8 BAL BWD; MANUV WALTZ; WALTZ; WALTZ;
REPEAT action of meas 1-4 ending in OPEN POS (no twirl).

9 - 12 WALTZ FWD (BK to BK); WALTZ (Face to Face); SOLO TURN, 2, CLOSE; ON AROUND, 2, CLOSE;
In open pos and starting L, do one waltz fwd (step, step, close) in LOD swinging joined hands fwd and turning slightly back back to back; continue fwd in LOD on R and do 1 waltz as you turn face to face; swinging joined hands fwd and releasing them do a solo turn in 2 meas—starting L and turning away from partner to L (W starts R and turns R) waltz fwd to a bk to bk pos on 1st meas (meas 11); continuing turn, step bwd in LOD on R and finish solo turn to end facing partner M's back to COH.

13 - 16 WALTZ FWD (Bk to Bk); WALTZ (face to face); SOLO TURN, 2, CLOSE; ON AROUND, 2, CLOSE;
Repeat action of meas 9-12 ending in closed pos M's back to COH.

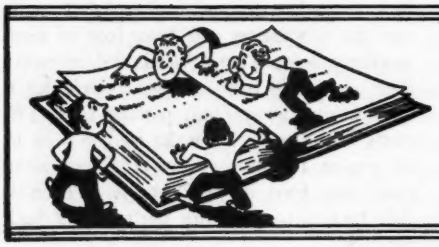
17 - 20 BAL BWD; MANUV WALTZ; WALTZ; TFIRL TO OPEN;
Bal bwd on L, touch R beside L, hold 1 ct; starting fwd on R manuv in three steps one waltz meas) to end with M's back to LOD; starting bwd on L do 1 R-face turning waltz; W does R-face twirl under M's L and her R hands in three steps as M waltzes fwd to OPEN POSITION, facing LOD.

21 - 24 STEP, SWING, —; REVERSE TWIRL; TWINKLE; TWINKLE;
With inside hands joined step fwd on L, swing R fwd, hold 1 ct; W does L-face twirl under joined hands M's R, W's L) as she steps LRL traveling in RLOD at same time M steps almost in place with RLR adjusting to W as she twirls, change hands to M's L and W's R (both crossing in front) step on L across in front of R, step R to R side of DLOD; close L to R taking weight on L; (again both crossing in front) step on R across in front of L as you momentarily take semi-closed pos step L to side in LOD, close R to L taking weight on R and assuming closed pos, M's back to COH.

25 - 32 REPEAT action of meas 17-24 ending in closed pos, M's back to COH, ready to repeat dance from the beginning.
ENDING: Take closed pos after last twinkle of 3rd time thru and dip back on M's L (W dips fwd on R), hold.

* * *

Some of us fathers are a trifle rebellious against this new "progressive education." As near as we can tell it teaches our kids to read lurid comic books instead of Longfellow, Poe, and Browning.



BOOK Reviews

Edited by K. W. Bookwalter

American Council on Education, Committee on College Teaching, *College Teaching as a Career,* Washington, D. C., American Council on Education, 1958, pp. 28.

The purpose of the booklet is to indicate the pleasures and satisfactions found in a career in college teaching. The crisis of mounting need for future college teachers is shown and at the same time a frank statement of present conditions is made. The present status and the obviously reasonable expectation of improvement, due to the new position of higher education, are outlined.

The relationship between teaching, current national problems, and research is close. Teaching is more than mere employment. It is at once a quest for truth and its dissemination. The work is hard but the greatest rewards are the exciting development of self and student. It is power with, rather than power over, others. It is not militarily or industrially administered.

About one-third of the 2,000 institutions of higher education are public and these employ about half of the teachers. More than one-third of teachers in four-year colleges have the doctor's degree and this is usually required for professorial rank. Median nine-month salaries in 1957-58 were $4,562, $5,595, $6,563, and $8,072 for instructors, assistant professors, associate professors, and professors, respectively, and they are on the increase.

KARL W. BOOKWALTER.

GROMBACH, JOHN V., *Touch Football,* New York, The Ronald Press Company, 1958, pp. 125, $2.95.

The author introduces this book with a brief statement of football and touch football. The popularity and use of touch football as an intramural activity is shown by the results of a rather extensive survey of grade and elementary schools, high schools and prep schools, colleges and universities, Armed Forces' installations, large industrial plants, and a few penal institutions.

A chapter on fundamentals of touch football is quite thorough in its presentation. Six-man and eleven-man touch fooball are explained with suggestions and explainations on how a team can then go "up" from six-man or "down" from eleven man to the seven-man or nine-man game. Chapters are included dealing with strategy and tactics, safety precautions, and suggestions, and the rules of touch football.

The text is well illustrated with photographs and diagrams and will serve as a guide to coaches and administrators of touch football teams and programs.

WILLIAM B. BRADLEY.

HOLGATE, JAMES, *"Fundamental Football,* New York, The Ronald Press Company, 1958, pp. 100, $2.25.

Written and illustrated primarily for the beginner, this text is well organized. The illustrations, diagrams, and photographs have an appeal to the young player. This book presents tried and ready-to-use procedures and deals little with the theory of football.

As introductory chapters, the answers to the three following questions are provided: What is a football player? Is football worth while? What are coaches looking for? Materials covered in the remaining chapters include fundamentals for the offensive linemen, the defensive linemen, the center, and the backfild; punting the ball; passing the ball; quarterback skills; and catching the ball.

WILLIAM B. BRADLEY.

JEREMIAH, EDDIE, *Ice Hockey,* New York, The Ronald Press Company, 1958, 152 pp., $3.50.

Written by a successful player and coach of ice hockey, this manual has been designed to aid the player to improve play and for the coach who is interested in keep abreast of the game. The chapters of the book are divided into two parts: Part I—Development of Individual Skills, and Part II—Coaching Methods.

Fundamentals of hockey are covered in Chapters 1 and 2. Some of the finer and more skillful phases of hockey as presented in Chapters 3 and 4. Suggestions for the goaltender are included in the fifth chapter. Part II of this book presents programs designed to aid the coach in developing a complete

system of hockey play. Tactics, drills, play diagrams, and conditioning are some of the topics presented.

This book is a valuable reference for the coach's or player's library.

WILLIAM B. BRADLEY.

MURPHY, BILL, and MURPHY, CHET, *Tennis for Beginners,* New York, The Ronald Press Company, 1958, pp. 116, $2.95.

Two outstanding tennis coaches have written this book as a do-it-yourself method of learning the game of tennis. The instruction is aimed at the beginning and relatively inexperienced player.

Chapters are included covering the game of tennis itself, the tools of tennis, the forehand, the backhand, the serve, the drive, the volley, the lob, the overhead smash, the half-volley, use of the head and racket, the playing of doubles, tennis manners, tournament play and rankings, and a practice schedule for beginning players.

Each of the basic tennis fundamentals is explained and followed by instructional suggestions. The book is well-illustrated by line drawings and actual photographs.

Beginning tennis players and tennis instructors will find this book a valuable aid.

WILLIAM B. BRADLEY.

SCHNEIDER, ROBERT E., *Methods and Materials of Health Education,* Philadelphia, W. B. Saunders Company, 1958, pp. 382, $5.00.

The text assumes that the primary responsibility for health education rests with the teacher, although the others involved in the school health program should contribute.

Part one—the school health program—consists of the new concept of health education, its implications for the school, aspects of the school health program and personnel functions therein.

Part two — the health curriculum — is concerned with curriculum planning. Part three, dealing with teaching and method, takes up health instruction, implication, teacher activities, and special programs.

Part four—the materials of health education—discusses the types of aids, graphics, films and radio, displays, etc.

Part five—measurement and evaluation—discusses the need for evaluation, technique, and the uses thereof.

The text appears to be a helpful and functional source.

KARL W. BOOKWALTER.

SHOWMAN, ALICE, *Aquatics Guide, July 1957-1959,* Division for Girls and Women's Sports, American Association for Health, Physical Education, and Recreation, Washington, D. C., 1957, 144 pp.

The guide includes articles on teaching techniques, swimming skills, and synchronized swimming. Standards and official rules are given for swimming and diving and for swimming meets.

CAROLYN BOOKWALTER.

WESSEL, JANET A., *Movement Fundamental: Figure, Form, and Fun,* Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1957, pp. 270, $3.75.

This is a work book designed for use in physical education classes for college women. Its purposes are to contribute to each woman's understanding of herself and her capacity for movement, and to introduce her to a wide variety of recreational activities.

Experience through activity and an understanding of elementary anatomical, physiological, kinesiological, mechanical, and therapeutic principles related to these experiences is the aim of the work book.

Graphic analyses of common fundamental movements aim at the why? and how? of effective movement. Self rating scales and testing the manifold objectives of movement education focus the student's attention on her needs and abilities. How and why to attain these needs are outlined throughout the source. Clever stick-drawings add to the interest and understanding.

This book puts academic emphasis into an all-too-frequently muscle-pleasure aimed experience and includes a cultural appreciation of the American sports world in its scope.

KARL W. BOOKWALTER.

YATES, FERN, and ANDERSON, THERESA W., *Synchronized Swimming,* (2nd Edition), New York, The Ronald Press Company, 1958, pp. 164, $4.50.

Instructors of swimming, and students of aquatics will find this text a helpful course in synchronized swimming.

Progressively developed chapter by chapter, this book aids in applying synchronization technique to swimmers of any ability level.

The nature of the work, musical accompaniment, use in regular classes, the strokes, sunts, patterns, and pictures.

Staging and planning a program, conducting a clinic and competition in synchronized swimming are thoroughly explained by these two experienced workers. The text should be most helpful.

KARL W. BOOKWALTER.

* * *

Clerk behind cosmetics counter: "There's no tax on this perfume—the type of man it attracts isn't considered a luxury.—*Indiana Telephone News.*

Noteworthy People in the Profession

Edited by K. W. Bookwalter

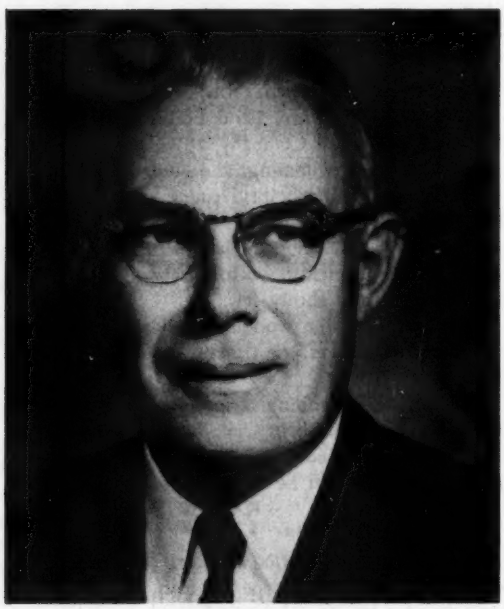
MAYHEW DERRYBERRY was born December 25, 1902, in Columbia, Tennessee. He received the B. A. degree from the University of Tennessee in 1925; the M. A. degree from Teachers College, Columbia University in 1925; and the Ph. D. degree from New York University in 1933.

Dr. Derryberry's professional experiences include; Associate Director of Research for the American Child Health Association from 1926-1935; Secretary to the Sanitary Superintendent, New York City Health Department from 1935-1936; and Chief, Health Education Studies Section, Division of Public Health Methods, National Institute of Health from 1936-1942. Since 1942, he has served as Chief, Division of Public Health Education, Bureau of State Services, U. S. P. H. S.

He is a Fellow of the American Academy of Physical Education; the Society of Public Health Educators; the American Public Health Association; a member of the W. H. O. Expert Panel on Health Education of the Public; and was a rapporteur of the First Expert Committee on Health Education that produced the Technical Report No. 89. *"Health Education of the Public."*

He has contributed to the literature through the various health journals. He is co-author of *Health Protection for the Pre-School Child.*

MAYHEW DERRYBERRY



HAROLD K. JACK

HAROLD JACK was born in Minneapolis, Minnesota, on July 4, 1906. He received the B. S. Degree from Hamline University in 1930 and from the University of Minnesota in 1932, the A. M. Degree from New York University in 1939, and the Ph. D. Degree from New York University in 1944.

His professional experience includes teaching and directing physical education in public schools in Minnesota; supervisor of health and physical education, safety and recreation in the Minnesota and Virginia State Departments of Education; and presently, he is chairman of the Department of Health and Physical Education at Temple University.

Dr. Jack has served on many professional committees. At present he is vice-president-elect for Recreation of the American Association of Health, Physical Education and Recreation. He has also served as president of the Society of State Directors of Health and Physical Education and vice-president of the Central District and the Southern District of the American Association of Health, Physical Education and Recreation.

His honors include; Fellow of the American Association for Health, Physical Education and Recreation; and the honor award of the Southern District Association. He is listed in *Leaders in Education.*

nesota,
e from
sity of
York
v York

direct-
nesota;
y and
rtments
Depart-
Univer-

ees. At
of the
on and
Society
on and
rn Dis-
Educa-

ociation
nd the
He is